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THE UNIVERSITY OF ALBERTA

INDIVIDUAL AND WORK VARIABLES ASSOCIATED WITH PRINCIPAL JOB SATISFACTION

by

ALAN WILLIAM RICE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Individual and Work Variables Associated With Principal Job Satisfaction submitted by Alan William Rice in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

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ABSTRACT

The purpose of the study was to investigate the job satisfaction of principals in the Province of Alberta. The study examined the extent of overall job satisfaction, satisfaction with aspects of the job, and the relationship between specific individual variables classified as personal, social, professional and organizational and job satisfaction.

A questionnaire, Sources of Principal Satisfaction, was developed for the study. Information was collected concerning individual variables including Locus of Control, overall satisfaction, item satisfaction and sources of job attitudes. The final section enabled respondents to personally identify job aspects contributing to overall satisfaction and overall dissatisfaction. From the stratified random sample of 410 principals, usable responses were received from 327. Free-response answers were treated by Content Analysis while scaled-response answers were analyzed using six statistical techniques.

Major findings of the study were:

(1) Results indicated that principals were moderately satisfied with the job and with aspects of the job.

(2) In general, higher level needs of principals were less satisfied than lower level needs.

(3) Principals identified relationships with teachers, responsibility and autonomy, and a sense of accomplishment as sources of overall satisfaction. Administration and policies,

routine work, workload, societal attitudes towards education and parental attitudes towards the school were personally selected as sources of overall dissatisfaction.

(4) The Motivator factor contributed more to overall satisfaction and the Hygiene factor contributed more to overall dissatisfaction. The facet, interpersonal relationships with teachers was found to be a satisfier rather than a dissatisfier.

(5) Factor analysis of the Item Satisfaction Instrument revealed eight underlying clusters of aspects related to principal job satisfaction.

(6) The two factors which made the most contribution to overall job satisfaction were Responsibility and Autonomy, and Principal-Teacher Work Involvement.

(7) On overall job satisfaction differences were found between groups classified on six individual variables.

(8) Differences between groups on satisfaction with aspects of the job were observed for a number of individual variables.

(9) There was a tendency for job satisfaction to increase with age. However, the least satisfied principals were found to be older than the average but with less career experience. They were also more external in Locus of Control orientation.

(10) Both the extent of overall job satisfaction and the relationship between aspects of the job and overall job satisfaction were found to vary for Locus of Control and stages of career experience. The findings suggest that job satisfaction is contingent upon different combinations of individual and work variables.

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CHAPTER 1

STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

INTRODUCTION

In recent decades, writers have shown considerable interest in the job attitudes of workers. Terkel (1975:xiv), in a widely acclaimed book, reported the job feelings of many Americans in a number of occupations. He observed both "hardly concealed discontent" and satisfaction that gave "a meaning to their work well over and beyond the reward of the paycheck." In an attempt to determine what workers want from their jobs, many researchers have investigated job satisfaction attitudes, both overall job satisfaction and satisfaction with specific aspects of the job. As a result of these studies, various job enrichment schemes such as that proposed by Herzberg and Zautra (1976) have been implemented for the purpose of providing characteristics in the job which help the individual achieve personal growth, develop new skills and acquire responsibility.

However, only a small number of studies have dealt with the job attitudes of school principals. The absence of research into the job attitudes of principals may be considered surprising in view of the key position occupied by the principal in the public educational system. The principal's work brings him into contact with diverse reference groups such as students, staff, superintendent, school board and parents, all of whom may be affected to some degree by his decisions. According to Tuttle and Hazel (1974), the job attitudes of key personnel in an organization, such as principals, influence their own behavior and affect the attitudes and behavior of subordinates. Tanner (1976) also stated that the principalship is the key role in school effectiveness, or its lack.

Lortie (1975) claimed that a large number of teachers desired an administrative position because promotion offered status gains and avoided the feelings of lack of success, or of being "passed over." However, Elboim-Dror (1973:13) made the following observation about the impact of promotion on educators:

> Upward mobility in education is followed by a conflict between the internalized professional values which require attachment to clients and professional work and that of social values which stress upward mobility.

Further, an incumbent is:

> . . . torn between demands of his authority position which sometimes even required sanctioning his fellow teachers and by his attachment to the strata from which he grew and his needs to be liked by his former colleagues.

The principal has been described by many writers as the man in the middle who must come to terms with anxiety and discomfort inherent in his administrative role. Miskel (1973) contended that principals have opportunities for intrinsic motivation in their job, but that they may experience more instability and less security than other in-school personnel. Farquhar (1976:13) detailed three recent developments within the educational environment which have had an impact on the work of school principals, and "illustrate the excruciating problems which have been emerging." He described:

> . . . a dilemma between pressures for humaneness, and pressures for accountability, a dilemma between pressures for decentralization and pressures for centralization, and a dilemma between pressures for expansion and pressures for retrenchment.

A study of the job attitudes of principals should provide an indication of their feelings about their job and about current problems encountered in their work environment. As well, such research should enable an investigation of work and individual variables that are associated with job attitudes and reveal the relationship between aspects of the job and overall job satisfaction.

PURPOSE OF THE STUDY

The purpose of this study was to investigate the job satisfaction of school principals in the Province of Alberta. The study sought to assess the overall job satisfaction of principals and to determine aspects of the job which contributed to their job attitudes. Further aims were to examine differences in job satisfaction associated with individual characteristics of the principals, and to investigate the relationship of individual characteristics on the interaction between aspects of the job and overall job satisfaction.

STATEMENT OF THE PROBLEMS

Problem 1: Overall Job Satisfaction

Sub-Problem 1.1. To what extent do principals experience overall job satisfaction?

Sub-Problem 1.2. Which facets of the job are personally selected by principals as leading to their overall satisfaction and their overall dissatisfaction with the job?

Sub-Problem 1.3. To what extent do facets of the job personally selected by principals as leading to their overall satisfaction and their overall dissatisfaction vary in relation to principals' characteristics?

Problem 2: Item Satisfaction

Sub-Problem 2.1. Which items of the job contribute to principals' job satisfaction?

Sub-Problem 2.2. Which satisfaction factors are the best predictors of overall job satisfaction?

Problem 3: Overall Job Satisfaction and Principals' Characteristics

To what extent are differences in the level of overall job satisfaction of principals associated with personal, social, professional and organizational variables?

Sub-Problem 3.1. Personal variables: age; sex; Locus of Control.

Sub-Problem 3.2. Social variables: marital status; employment status of spouse; community setting.

Sub-Problem 3.3. Professional variables: administrative experience; educational level, post-secondary education; educational level, graduate work in educational administration; involvement in professional and community activities.

Sub-Problem 3.4. Organizational variables: type of employing authority; administrative assignment; organizational size; teaching assignment; Budget Decision Scale.

Problem 4: Satisfaction Factors and Principals' Characteristics

To what extent are differences in the level of principals' satisfaction with job factors associated with personal, social, professional and organizational variables?

Sub-Problem 4.1. Personal variables: age; sex; Locus of Control.

Sub-Problem 4.2. Social variables: marital status; employment status of spouse; community setting.

Sub-Problem 4.3. Professional variables: administrative experience; educational level, post-secondary education; educational level, graduate work in educational administration; involvement in professional and community activities.

Sub-Problem 4.4. Organizational variables: type of employing authority; administrative assignment; organizational size; teaching assignment; Budget Decision Scale.

Problem 5: Further Analyses of the Satisfaction of Respondents

Sub-Problem 5.1. What differences in individual and work variables exist between respondents who indicated high overall job satisfaction and those who indicated slight job satisfaction or dissatisfaction?

Sub-Problem 5.2. What differences in individual and work variables exist between respondents who indicated that they were most satisfied with the factor which was the best predictor of overall job satisfaction, and those who were least satisfied with this factor?

Problem 6: Relationship of Specific Individual Variables on the Overall Job Satisfaction/Satisfaction Factors Interaction

What is the relationship of selected individual variables on the interaction between satisfaction with job factors and overall job satisfaction?

Sub-Problem 6.1. Personal variable: Locus of Control.

Sub-Problem 6.2. Professional variable: career experience.

DEFINITIONS

Job Satisfaction

Job satisfaction was defined in the manner proposed by Locke (1969:314) as an affective reaction to the job situation. This global concept of job satisfaction was adopted by Dunn and Stephens (1972:318) in their definition "a feeling which has arisen in the worker as a response to the total job situation."

A similar definition was used by Feldman (1976:436):

> Job satisfaction is an overall measure of the degree to which an employee is satisfied and happy in his or her work.

Aspects of the job are considered to contribute differentially to the arousal of an overall feeling of satisfaction.

Operational Definition of Overall Job Satisfaction

Overall job satisfaction was defined in this study as the expressed satisfaction of respondents with their job in all its aspects. Specifically this related to their present position, their social relationships in their job, the use of their abilities and the effectiveness of their school in educating students.

Satisfaction with Aspects of the Job

Brown (1973) pointed out that while most workers like their jobs, there are some aspects of the job with which they are dissatisfied. Smith, Kendall and Hulin (1969) described the individual as experiencing differential job satisfactions, each derived from a specific aspect of his work. To avoid semantic confusion between aspects of the job personally selected by respondents and those identified by the researcher, the terms, facet satisfaction and item satisfaction, respectively, have been used in the study.

Operational Definition of Facet Satisfaction

This term was reserved in this study for those aspects of the work situation personally identified by the respondents as contributing to their overall job satisfaction and overall job dissatisfaction.

Operational Definition of Item Satisfaction

This term referred to those aspects of the job identified by the researcher as probable sources of principal satisfaction. The items were specifically selected from the review of literature and were included in the questionnaire in Section D, Item Satisfaction Instrument.

Operational Definition of Satisfaction Factors

These were clusters of aspects derived by Factor Analysis of the Item Satisfaction Instrument.

Locus of Control

Rotter's (1966:1) definition of Internal-External Locus of Control stated:

> . . . an event regarded by some persons as a reward or reinforcement may be differently perceived and reacted to by others. One of the determinants of this reaction is the degree to which the individual perceives that the reward follows from, or is contingent upon, his own behavior or attributes versus the degree to which he feels the reward is controlled by forces outside of himself and may occur independently of his own actions. . . . a perception of causal relationship need not be all or none but can vary in degree. When a reinforcement is perceived by the subject as following some action of his own but not being entirely contingent upon his action, then, in our culture, it is typically perceived as the result of luck, chance, fate, as under the control of powerful others, or as unpredictable because of the great complexity of the forces surrounding him. When the event is interpreted in this way by an individual, we have labeled this a belief in external control. If the person perceives that the event is contingent upon his own behavior or his own relatively permanent characteristics, we have termed this a belief in internal control.

ASSUMPTIONS

The following assumptions were made in this study:

(1) that an individual's job satisfaction was measurable by means of a questionnaire.

(2) that principals who completed the Sources of Principal Satisfaction Questionnaire did so with sincerity.

(3) that the respondents' relative ratings on the questionnaire provided valid indicators of their satisfaction.

(4) that the rating scale used in Section B and D of the questionnaire contained interval properties.

LIMITATIONS AND DELIMITATIONS

(1) A limitation resides in the instrumentation used in this study. Specifically, this is associated with the extent to which variables selected for the study cover all major areas of concern, and with the reliability and validity of Section D of the instrument which has not been established beyond the limits of this study.

(2) The study has been delimited to a population of principals in Alberta.

SIGNIFICANCE OF THE STUDY

The study was considered to be important for several reasons. Kuhlen (1976) and Armstrong (1971) noted that sources of satisfaction vary for occupational groups. This study examined data about

(a) the extent of principals' job satisfaction

(b) sources of satisfaction in the job, and

(c) the relationship of individual characteristics to these job attitudes.

The consequences of dissatisfaction among principals may be considerable within the work environment. Herzberg, Mausner and Snyderman (1959) noted that dissatisfaction had the potential to affect interpersonal relationships, mental health, performance and turnover. The study of principals' feelings and attitudes may contribute to improvement in their work environment.

According to Schmidt (1976:68) efforts to make administration "more congenial, absorbing, and stimulating," require "knowledge of how administrators perceive their job environments." Policy-makers may use information on the impact of current organizational experiences on principals' job attitudes to modify policies and procedures.

A study of the current job attitudes of principals could provide useful information to those concerned with developing and providing training programs and in-service courses in educational administration.

The instrumentation developed for the study might provide a means of assessing the job satisfaction of principals.

ORGANIZATION OF THE THESIS

This chapter presented an introductory statement which pointed out that although there was much interest in and research into the job attitudes of workers, few studies have investigated the job satisfaction of public school principals. The lack of research in this area was considered surprising in view of the influential position held by the principal in relation to his various publics and in view of the current issues confronting the principalship. In addition, the chapter provided statements of the six problems and sub-problems investigated in the study, as well as terms defined in the context in which they were used. The chapter concluded with a discussion of the assumptions, limitations and delimitations, and significance of the study.

In Chapter 2 related literature is reviewed on the nature of job satisfaction, theories of job satisfaction, the link between satisfaction with aspects of the job and overall job satisfaction, and the relationship between specific variables and the overall satisfaction/item satisfaction interaction. The chapter concludes with a review of literature pertaining to the relationship between specific individual and work variables and job satisfaction.

The development of the research instrument, data collection procedures and statistical techniques used to analyze the data are discussed in Chapter 3.

Chapter 4 contains a discussion on personal, social, professional and organizational characteristics of the respondents.

The results of data analyses of problems related to overall job satisfaction and item satisfaction are contained in Chapter 5, while in Chapter 6 are reported the results of the analyses of differences between groups classified on individual characteristics for overall job satisfaction and satisfaction factors. Further analyses of the satisfaction of respondents are presented in Chapter 7.

The summary and conclusions, implications of the study and recommendations for future research are contained in Chapter 8.

The Appendix contains a copy of the research instrument, correspondence with principals and statistical information on responses to satisfaction items.

CHAPTER 2

REVIEW OF LITERATURE AND FRAMEWORK

This chapter contains the general background to the study through a review of related literature. The chapter is divided into six sections:

(1) the nature of job satisfaction,
(2) theories of job satisfaction,
(3) relationship between specific variables and the overall job satisfaction/item satisfaction interaction,
(4) relationships between specific individual variables and job satisfaction,
(5) relationships between specific work variables and job satisfaction, and
(6) synthesis of relationships among variables.

THE NATURE OF JOB SATISFACTION

According to Locke (1969), feelings of pleasure and displeasure are man's most basic emotions, and are tied to his needs and goals. Locke (1969:316) stated that pleasure was the result of perceived achievement of one's values while "displeasure or unhappiness proceeded from the (perceived) negation or destruction of one's values." He defined a value as "that which one acts to gain and/or keep." For the individual, happiness is a desirable end, for ". . . in achieving his values he experiences his efficacy as a human being."

A number of theorists such as Goble (1976) and Herzberg (1976) state that the amount of satisfaction and sense of fulfilment resulting from an individual's work experiences is greater than similar feelings resulting from other situations. Goble (1976:30) contended that work could enhance "human dignity and satisfaction of the soul" or could become "a burdensome imposition." Further, in Levinson's (1970) view, work satisfaction contributes to the development and maintenance of the individual's psychological balance while an inability to find gratification in work is related to emotional instability. In work, Schoonmaker (1969) argued, man satisfies his deeper needs and builds his identity, security and sense of relatedness. Job satisfaction which may be viewed as the reflection of the fulfilment of man's needs and the achievement of his goals, has important implications for feelings of self-worth and mental health.

Satisfaction and Performance

The relationship between job satisfaction and work-related behaviors has often been considered. An assumption that permeated much early research in the area was that job satisfaction would be reflected in increased productivity. Although this simple formulation is now considered inadequate, theorists such as Smith, Kendall and Hulin (1969) and Porter and Lawler (1968) consider that a low positive relationship should exist between job satisfaction and job performance in most situations.

Satisfaction and School Effectiveness

School effectiveness might also be a correlate of job satisfaction in educational work settings. Lawler (1973) noted that two indicators of dissatisfaction, absenteeism and turnover, limit school effectiveness. In a study of job satisfaction and school effectiveness conducted in Ottawa, Knoop and O'Reilly (1976) found that the mean level of job satisfaction of teachers in a school was associated with the overall effectiveness of the school. The higher the level of teacher job satisfaction, the more effective was the school in achieving its goals. The instrument used in their study was the Job Descriptive Index of Smith, Kendall and Hulin (1969). When the five dimensions of job satisfaction contained in the instrument were used to predict organizational effectiveness, "Satisfaction with Co-workers" was the best determinant, and accounted for 21.4 percent of the variance. The second predictor, "Satisfaction with Supervision" accounted for an additional four percent. The authors (1976:12) concluded that "many other personal and situational factors also account for effectiveness." Higher levels of satisfaction with interaction in the work environment appeared to affect the relationship between job satisfaction and school effectiveness.

Satisfaction and Social-Psychological Health

Satisfaction has been linked by Herzberg (1959) and Kornhauser (1974) to a state of social-psychological well-being in the individual. They contended that gratifications and deprivations experienced in the job constituted an important determinant of an employee's work adjustment and mental health. Schoonmaker (1969) and Korman (1971) noted that emotional states such as anxiety, frustration and agressiveness might be consequences of dissatisfaction.

Satisfaction and Turnover and Absenteeism

Further potential consequences of job dissatisfaction are turnover and absenteeism. In his review of studies on turnover, Lawler (1973) indicated that they had consistently shown that dissatisfied workers were more likely to terminate employment than satisfied workers. Researchers have shown that a change in schools or change in position within the educational system has offered a solution to disillusioned teachers. This might equally apply to principals, as research has indicated that turnover occurs at any level in the organization. Hackman and Lawler (1972) suggested that when managerial work lacked desirable job characteristics such as variety and autonomy, individuals in these management positions would be likely to investigate other positions. March and Simon (1974) suggested that search behavior would be undertaken if the individual felt inequity in his exchange with the organization, and had an expectancy that desired outcomes could be obtained in an alternative position. However, studies such as by Hulin (1976) suggested that the decision to leave would be affected by factors other than job dissatisfaction such as the availability of suitable alternatives, the age of the workers, the chances of obtaining another job, and financial responsibilities.

Absenteeism has also been related to job satisfaction. However, Metzner and Mann (1976) suggested that this did not appear to be the situation for high skill jobs or for higher occupational levels. In general, the findings tend to indicate that job dissatisfaction results in negative attitudes and work-related behaviors that are not beneficial to the organization.

THEORIES OF JOB SATISFACTION

Theories of job satisfaction which seek to explain its arousal, have been grouped by Locke (1969:321) according to whether they have adopted a subjective framework in which the determinants of job satisfaction reside wholly in the worker's mind, an intrinsic framework in which the determinants are solely in the job itself, or an interactionist framework in which "satisfaction is the consequence of an interaction between the worker and his work environment."

Subjective Framework

In the subjective framework, the determinants of job satisfaction reside within the individual. Theories which are placed in this framework, equate job satisfaction with the fulfilment of an individual's needs.

Schaffer's theory of need satisfaction. Schaffer (1953:3) stated the theory of need satisfaction in the following manner:

> Overall job satisfaction will vary directly with the extent to which those needs of an individual which can be satisfied in a job are actually satisfied; the stronger the need, the more closely will job satisfaction depend on its fulfilment.

In his study, Schaffer selected twelve needs, and measured the strength of each, the degree to which they were being satisfied in the individual's job and the individual's overall job satisfaction. His findings suggested that the most accurate prediction of overall job satisfaction can be made from the measure of the extent to which each person's strongest two or three needs are satisfied.

Maslow's need hierarchy theory. From his analysis of need satisfaction, Maslow (1970) described five basic sets of needs which were arranged in a hierarchy. From lowest to highest, these needs were physiological, safety, love, esteem and self-actualization. In Maslow's Theory, an individual proceeds through the hierarchy from the satisfaction of lower level needs to satisfaction of higher level needs. Porter and Miles (1974) stated that the aspiration to fulfil the next highest level of needs will occur when an individual has achieved a certain degree of fulfilment of lower level needs. According to Porter et al. (1975:45), the higher level needs, esteem and self-actualization, seem only to be satisfied "by outcomes which are internal to the person and which are essentially given by the person to himself." The highest level of satisfaction is derived from satisfaction of the need for self-actualization.

Porter's two-step hierarchy. Porter et al. (1975) suggested a two-step hierarchy with existence and security needs at the lower level and all the higher-order needs at the next level. They suggested that lower level needs are satisfied by extrinsic outcomes (outcomes which are external to the person and which have a concrete reality), while higher level needs are satisfied by intrinsic outcomes (outcomes which are internal to the person and which are essentially given by the person to himself). The relationship between the two steps of the hierarchy was stated by Porter et al. (1975:43) in the following comment:

> It is safe to assume that unless the lower-order needs are satisfied, the others will not come into play in any major way.

Research relevant to the subjective framework. Studies of the perceived deficiencies in need fulfilment of managers and principals were reported by Porter (1962) and Brown (1976). Porter (1962) collected data from 1916 managers at all levels of management with a questionnaire composed of 13 items grouped in terms of Maslow's need-hierarchy system. Porter's findings indicated that although autonomy and self-actualization were the most important needs, they were the needs least satisfied. Satisfaction of higher level needs tended to increase at each higher level of management. Yet, regardless of level, there was a tendency for those needs which managers felt to be important to be the least satisfied.

Using Porter's instrument, the University of California Management Position Questionnaire, Brown (1976) investigated the level of need satisfaction of 1600 administrators in four categories (principals, directors, assistant superintendents, and superintendents). His findings suggested that a positive relationship existed between need satisfaction and job level. The difference in need satisfaction between the upper level (assistant superintendents and superintendents) and lower level (principals and directors) was on the needs of esteem, autonomy and self-actualization. Generally, the upper level administrators experienced more job satisfaction than lower level administrators.

Theorists within the subjective framework have recognized that the extent of need fulfilment is an indication of overall satisfaction. According to Schaffer (1953), an adequate measure is the extent to which an individual's strongest two or three needs are satisfied.

In Maslow's need-hierarchy theory, increased satisfaction results from the fulfilment of higher level needs, esteem and self-actualization. For Maslow (1970) and Porter et al. (1975), need fulfilment relates to the satisfaction of both lower order and higher order needs.

Intrinsic Framework

Locke (1969) stated that in the intrinsic framework, the determinants of satisfaction and dissatisfaction lie solely in the job itself. A theory which may be placed in this category is Herzberg's (1959) Two-Factor Theory of job satisfaction which relates satisfaction to the actual content of the work and to the context in which the job is performed. Herzberg's Theory has had an impact both on research into job satisfaction and on implementation of work programs such as job enrichment.

Herzberg's two-factor theory. The theoretical concepts of the two-factor theory emerged from the study of Herzberg, Mausner and Snyderman (1959). Their study employed the critical incident technique in which information was obtained in structured, in-depth interviews. Two hundred and three accountants and engineers related actual job experiences which were associated with times when they experienced high satisfaction and high dissatisfaction. Commonalities in the responses were determined by content analysis. Herzberg et al. (1959) reported that the factors which contributed to satisfaction were different from those which contributed to dissatisfaction. The researchers concluded that job satisfaction and job dissatisfaction were not opposites but completely different phenomena. Herzberg (1972) stated:

> The opposite of job satisfaction is not job dissatisfaction but, rather no job satisfaction, and, similarly, the opposite of job dissatisfaction is not job satisfaction but no job dissatisfaction.

Herzberg et al. (1959) called one set of factors which were related to the job content, motivators. They included achievement, recognition, work itself, responsibility, and advancement. Factors found to be related to the environmental setting or job context were called hygienes. They included policy and administration, interpersonal relations, supervision, salary, working conditions, status, security, possibility of growth, and personal life. The two-factor theory suggests that only fulfilment of the motivator factors can lead to satisfaction in the job. When motivator factors are not present, the individual is not satisfied. Herzberg contended that fulfilment of the hygiene factors can prevent dissatisfaction, but cannot contribute to satisfaction. When hygiene factors are present, the individual is no longer dissatisfied. Good feelings arising from hygiene factors are said by Herzberg to be only temporary. The theory as stated by King (1976) and supported by Herzberg proponents, Whitsett and Winslow (1967) is that:

> All motivators combined contribute more to job satisfaction than to job dissatisfaction, and

> all hygienes combined contribute more to dissatisfaction than to satisfaction.

Integration of the Two-Factor Theory and Need-Hierarchy Theory

Two-factor theory has been integrated with Maslow's need hierarchy theory. Sergiovanni (1967) commented that Herzberg's two levels of needs, though derived empirically, appeared to be consistent with Maslow's hierarchy of prepotent needs. Hunt and Hill (1969) provided an integration of the two theories by linking Maslow's higher order needs of esteem and self-actualization with Herzberg's motivators, and Maslow's physiological, safety and social needs with Herzberg's hygiene variables. However, a point of departure between the Maslow and Herzberg models was also noted by Hunt and Hill (1969:102) who commented:

> Where Maslow assumes that any need can be a motivator if it is relatively unsatisfied, Herzberg argues that only the higher order needs serve as motivators and that a worker can have unsatisfied needs in both the hygiene and motivator areas simultaneously.

The integration of the two theories, has associated intrinsic and extrinsic rewards derived from the job with the individual's needs structure. The fulfilment of the higher level needs through the intrinsic aspects of the job results in the highest degree of job satisfaction.

Controversies surrounding the two-factor theory.

Herzberg's Theory has generated considerable research. However, different results have been achieved when techniques other than the Herzberg methodology have been used. Some writers such as Rogers (1975), suggested that Herzberg's results are related to the response set of an individual. So as to maintain his self-esteem, the individual attributes satisfaction to his own accomplishments, and blames factors in the environment for dissatisfaction. However, this explanation was questioned by the findings of Bobbitt and Behling (1972).

A second issue relates to the extent to which the factors are mutually exclusive satisfiers and dissatisfiers. Ewen, Smith, Hulin and Locke (1976), Starcevich (1973) and Armstrong (1971) reported that both satisfaction and dissatisfaction have been derived from the same factors. However, Armstrong (1971) found that in general, job content factors made the greatest independent contribution to overall satisfaction regardless of job level.

Research relevant to the intrinsic framework. In this section, four studies which have been conducted on satisfaction of educators are reported. Probably the best known of these is that conducted by Sergiovanni (1967) who followed the Herzberg methodology in a study designed to test the two-factor theory. The population for the study consisted of 127 teachers drawn randomly from the school districts in Monroe County, New York. The study provided support for Herzberg's theory that factors which tend to satisfy and those which tend to dissatisfy are not on the same continuum. Teachers derived most satisfaction from work-centered activity in which achievement, recognition, and responsibility predominated. Factors which focused on conditions and people which surround the actual work accounted for dissatisfaction.

In another New York study, Iannone (1973) determined the relevancy of Herzberg's findings for school principals using twenty elementary principals and twenty secondary principals belonging to the Central York Study Council at Syracuse. His investigation revealed that achievement and recognition were mentioned with significantly greater frequency in principals' job satisfactions than in principals' job dissatisfactions. Interpersonal relations with peers, interpersonal relations with supervisors, supervision-technical and school district policy and administration were mentioned with significantly greater frequency in principals' job dissatisfactions. Iannone noted that significant others such as superintendents, and other superordinates, boards of education, parents, other administrators, teachers and students seemed to enhance or limit the opportunities for principals to achieve intrinsic rewards.

A Canadian study was conducted by Wickstrom (1973) in Saskatchewan with the primary purpose being to investigate significant determinants of job satisfaction and dissatisfaction among teachers, but some school building administrators were included in his sample. The study was conducted by a questionnaire which was composed of four parts - the Brayfield and Rothe (1951) Satisfaction Index, two parts to elicit written descriptions of critical incidents and a ranking sheet. Respondents were required to indicate on a four-point scale, the importance they ascribed to each of the 16 Herzberg variables as sources of feelings experienced during each incident. In comparing the responses of school administrators with teachers, Wickstrom noted that several factors were of greater significance to administrators, namely responsibility, job security, interpersonal relations with co-workers, the quality of supervision, recognition, status, salary and advancement. Generally, Wickstrom's findings supported the two-factor theory.

Similar findings were obtained by Schmidt (1976) in a study of the determinants of job satisfaction and dissatisfaction of 74 secondary school administrators in suburban Chicago. He used a modification of the Herzberg Critical Incident interview technique. The modification required that the participant follow the oral description of two unusually positive sequences of events and two unusually negative sequences of events, with a written response to 17 questions based on Herzberg's interview questions. Schmidt found that recognition, achievement and advancement were major determinants of administrator satisfaction. These were seen by the administrators as motivating them to approach their maximum potential performance. Salary, good interpersonal relations, effective policy and administration, and supervision were observed to be highly dissatisfying when not effectively present.

As can be seen from these results, studies have tended to support the basic tenets of the two-factor theory with populations of school principals. Whether data were collected by interview, or written response, or a combination of both methods, factors contributing to satisfaction were different from those contributing to dissatisfaction. This study collected data on facets of the job contributing to job satisfaction and dissatisfaction by providing an open-ended response section. In addition, Herzberg's categories have been considered during the development of items for the questionnaire.

Interactionist Framework

Locke (1969) categorized theories in which job satisfaction is linked to a number of individual characteristics, and to job and situational factors as part of the interactionist framework. Interactionist theories emphasize the subjective processes occurring within the individual. In the following review of the literature, discussion will focus on Discrepancy Theory, Equity Theory and two theoretical approaches which synthesize both Discrepancy and Equity theories.

Discrepancy theory. Discrepancy theories tend to emphasize the process by which satisfaction occurs. According to Lawler (1973) satisfaction is determined in discrepancy theories by the difference between the perceived actual outcomes a person receives and some other outcome level. Dissatisfaction is said to result when the perceived actual outcome level is below the desired outcome level. Two outcome levels commonly have been used:

(a) what people want, and

(b) what people feel they should receive.

Lawler (1973:68) stated that ". . . in most cases these two discrepancies probably are closely related and influence each other." Locke's (1969) goal setting theory is one discrepancy approach which attempts to account for individual decisions as to what the outcome level should be. In his theory, satisfaction is a function of the individual's goals and intentions.

Equity theory. Equity theory has contributed to knowledge about the sources of satisfaction and dissatisfaction. Lawler (1973) noted that in this approach, satisfaction is determined by the perceived ratio of what a person receives from his job relative to what he puts into it and relative to a comparison of a referent person's outcomes and inputs. The major processes are perceived Input-Outcome Balance and Social Comparison.

The Input-Outcome Balance was described by Porter and Miles (1974) who contended that inputs are attributes which are brought to the job and which are perceived as relevant for exchange, while an outcome is an individual's receipt for the exchange. Equity theorists indicate that a person may perceive inequity when the ratio of his outcomes to inputs is unequal.

Another major process, Social Comparison, involves comparing the magnitude of the contributions and returns of oneself with those of another person. The perception of one's comparison person is a factor in the determination of the equity of one's input-outcome balance. In an investigation of the social comparison process at the managerial level, Vroom (1974) noted that managers' referent others tended to be someone at the same level. However, individual characteristics such as merit, seniority, background, etc. influenced the perception of the other's rewards.

Cornell university studies. The "Cornell Studies of Job Satisfaction" embraced concepts common to both Discrepancy and Equity Theories. Smith, Kendall and Hulin (1969:13) stated that job satisfaction is a function of the perceived characteristics of the job in relation to an individual's frame of reference. The frame of reference is an internal standard which is provided by the interrelationships of the individual's expectations, prior experience, actual experience on the job and alternatives open to him.

The major contribution of research conducted by Smith, Kendall and Hulin at Cornell University (the "Cornell Studies") has been the development of the standardized instrument for the measurement of satisfaction, the Job

Descriptive Index (JDI). The researchers' view of the individual's process of job appraisal has been reflected in the evaluative response mode developed for the instrument. Smith et al. (1969) who constructed and validated the JDI over a ten-year period, selected five scales, namely Work, Supervision, Pay, Promotions and Co-workers. The JDI has been used in educational settings by Smart and Morstain (1975) who distributed questionnaires to 1048 college administrators. Elimination of unusable responses from 713 returns resulted in a sample size of 508. In their analysis, Smart and Morstain formed three groups, Congruent, Moderate and Discongruent, based on the degree of congruency between preferred and perceived job characteristics. They found that the instrument discriminated between the satisfaction levels of the Congruent and Discongruent groups. The Congruent tended to find their work more challenging and satisfying, and a source of achievement in their lives. Knoop and O'Reilly (1976) also used the JDI in a study of teacher satisfaction in Ottawa but noted that it did not tap many factors of critical importance to teachers. They suggested that the instrument could be successfully employed for comparative studies.

Lawler's model of facet satisfaction. Further development of a theoretical framework related to job satisfaction has been achieved by Lawler (1973) who has presented the most complete model yet available of the determinants of facet satisfaction (Figure 1). Lawler's (1973) assumption is that the same psychological processes operate to determine satisfaction with job factors as with overall satisfaction with the job. In his model, perception is the most important process in the development of job attitudes. Satisfaction will be determined by the discrepancy between perceived rewards and perceived equitable rewards. The model includes the notions of social comparison and input-outcome balance from equity theory. Lawler stated that discomfort would arise if the level of rewards exceeded what the person felt he should receive but he noted that few people feel over-rewarded. Comparison can always be made with others who are doing equally as well. Present outcome level and perception of what "referent" others receive, influence a person's psychological view of how much of a factor he receives. Lawler referred to the individualistic nature of this process by indicating that the same amount of reward can be seen quite differently by two people.

Three factors which influence perceptions of the amount which should be received are:

(1) individual variables, such as abilities, skills and training,

(2) the person's perceptions of the job demands, and

(3) perceptions of comparison others' inputs and outcomes.

Lawler (1973[illegible]76) further described the impact of these factors:

> the greater he perceives his inputs to be, the

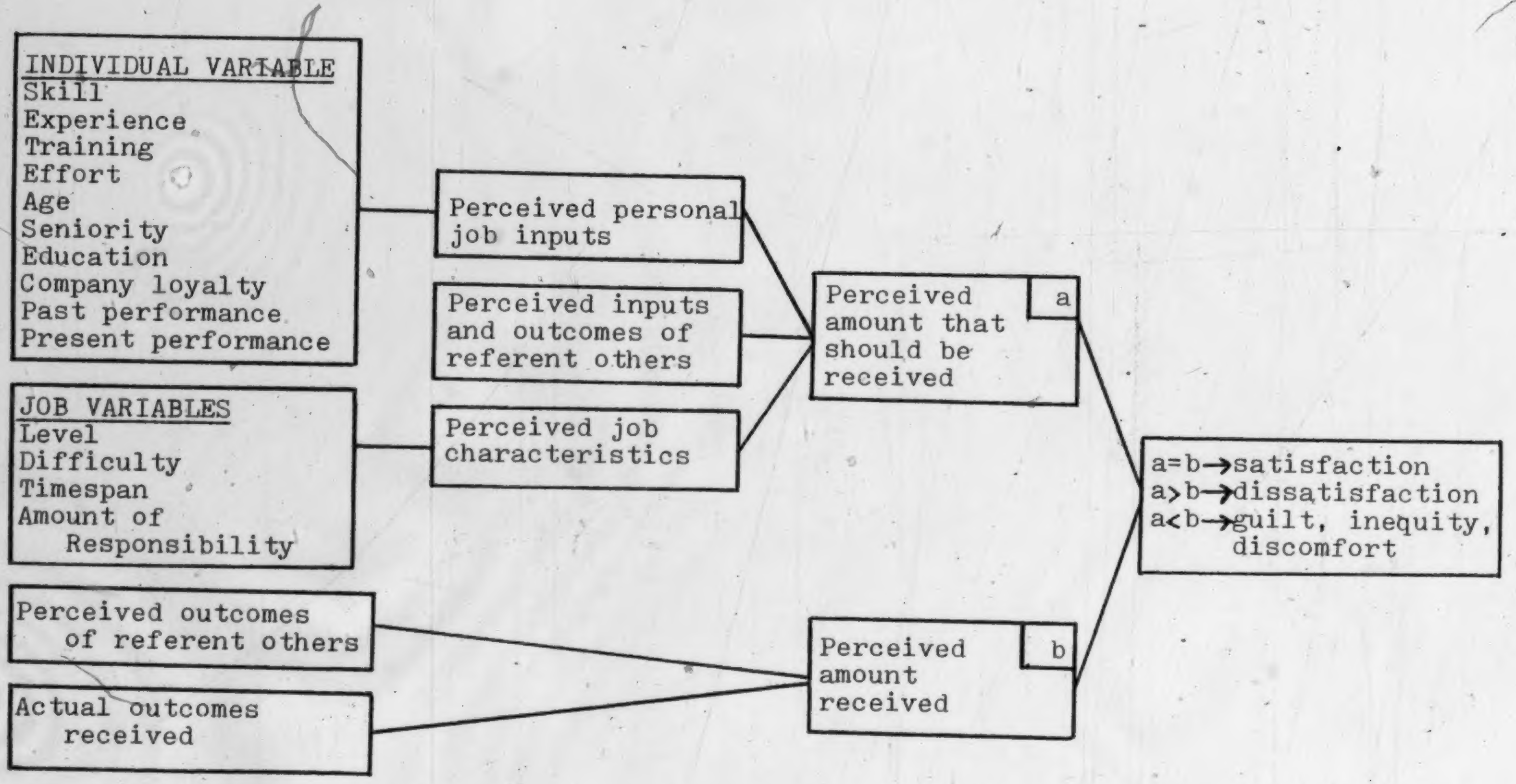

INDIVIDUAL VARIABLE
Skill
Experience
Training
Effort
Age
Seniority
Education
Company loyalty
Past performance
Present performance
JOB VARIABLES
Level
Difficulty
Timespan
Amount of Responsibility
Perceived outcomes of referent others
Actual outcomes received
Perceived personal job inputs
Perceived inputs and outcomes of referent others
Perceived job characteristics
Perceived amount that should be received
a
Perceived amount received
b
a=b→satisfaction
a>b→dissatisfaction
a<b→guilt, inequity, discomfort

Figure 1. Model of the determinants of satisfaction. Adapted from Lawler (1973:75).

> higher will be his perception of what his outcomes should be . . . the greater the demands made by the job, the more he will perceive he should receive. Job demands include such things as job difficulty, responsibilities, and organizational level.

Lawler also contended that when a person's and his comparison other's inputs are the same but the other's outcomes are much higher, the person will feel that he should be receiving more outcomes and will be dissatisfied as a result.

Lawler used his facet satisfaction model to provide a framework for the explanation of individual satisfaction and dissatisfaction. He stated (1973:77):

> 1. People with high perceived inputs will be more dissatisfied with a given facet than people with low perceived inputs.
> 2. People who perceive their job to be demanding will be more dissatisfied with a given facet than people who perceive their jobs as undemanding.
> 3. People who perceive similar others as having a more favorable input-outcome balance will be more dissatisfied with a given facet than people who perceive their own balance as similar to or better than that of others.
> 4. People who receive a low outcome level will be more dissatisfied than those who receive a high outcome level.
> 5. The more outcomes a person perceives his comparison-other receives, the more dissatisfied he will be with his own outcomes. This should be particularly true when the comparison-other is seen to hold a job that demands the same or fewer inputs.

Research relevant to the interactionist framework. A proposition which related educators' job satisfaction to the congruency between their preferences for ideal conditions of work and their perceptions of what actually existed in their jobs was investigated by Miskel, Glasnapp and Hatley (1975). The factors which were found to be significant predictors of principal job satisfaction, were related to responsibility and creativity in the job, workload and working conditions. In addition, Miskel et al. noted that an individual variable, Primary Life Interest, was related to satisfaction. The greater the primary life interest in the job, the higher was the level of satisfaction. The authors posited that primary life interest and voluntarism attitudes were intervening variables between motivational and incentive attitudes and job satisfaction.

Relationship Between Overall Satisfaction and Item Satisfaction

Theorists such as Locke (1969) and Lawler (1973) conceptualize a relationship between overall job satisfaction and satisfaction with specific aspects of the job. Locke (1969:330) described overall job satisfaction as "the sum of the evaluations of the discriminable elements of which the job is composed." Each aspect of the job contributes differentially to overall job satisfaction. According to Locke and Lawler, those aspects perceived to be more important by an individual contribute more to his overall job satisfaction than those aspects perceived to be less important.

Methodological considerations have arisen in measuring overall job satisfaction. Locke (1969) suggested that one approach was to sum the measures of satisfaction with specific job aspects. Wanous and Lawler (1972) investigated nine different techniques used for combining measures to assess overall job satisfaction. However, the validity of calculating overall job satisfaction in this manner was questioned by Van Maanen and Katz (1976). On the basis of their findings, they contended that there may be occasions when a summed measure of overall job satisfaction would not be consistent with satisfaction with specific aspects of the job. Smith et al. (1969) also argued that a separate measure ought to be used when the contribution of the aspects of the job to overall job satisfaction is to be assessed. Another advantage, noted by Smith et al. (1969) for a separate measure, was that it transferred directly the problem of weighting the various aspects of the job according to their importance from the researcher to the respondent. In the present study, overall job satisfaction has been measured independently of the aspects of the job.

As a separate variable, overall satisfaction has been measured by the facial approach (i.e. General Motors faces scale, Dunn & Stephens, 1972), an item index (e.g. Brayfield-Rothe Index of Satisfaction, Brayfield & Rothe, 1951), a general factor in a dimensionally complex instrument (e.g. SRA Employee Inventory, Dunn & Stephens, 1972), and as a single item (e.g. Andrews, 1957; Holdaway, 1978b).

RELATIONSHIPS BETWEEN SPECIFIC VARIABLES AND THE OVERALL SATISFACTION/ITEM SATISFACTION INTERACTION

Writers such as Herzberg et al. (1959) and Hackman and Lawler (1971) stated that certain work variables such as responsibility and autonomy, are the bases of overall job satisfaction. Research findings by Evans (1973), Wild and Dawson (1976) and Van Maanen and Katz (1976) found that the relationship between aspects of the job and overall job satisfaction was moderated by individual variables. The importance of further investigating this relationship was indicated by Wild and Dawson (1976:197) in the following statement:

> management must of necessity be concerned with aspects of jobs such as the work, payment systems, supervision, etc., and with the 'matching' of such aspects with the characteristics of workers in such a way as to ensure not only favourable specific job attitudes but also the overall job satisfaction of workers. To pursue such an objective, a knowledge of the contribution or relationship of specific job attitudes to overall job satisfaction is important, and furthermore it is necessary to know whether such relationships are in any way affected by different worker characteristics.

Wild and Dawson (1976) investigated the influence of three biographical variables, age, marital status and experience on the relationship between aspects of the job and overall job satisfaction. Figure 2 is a diagrammatic representation of the relationships examined by the researchers. Wild and Dawson found that the three selected variables clearly affected the relationship of many aspects of the job to overall job satisfaction. The researchers commented:

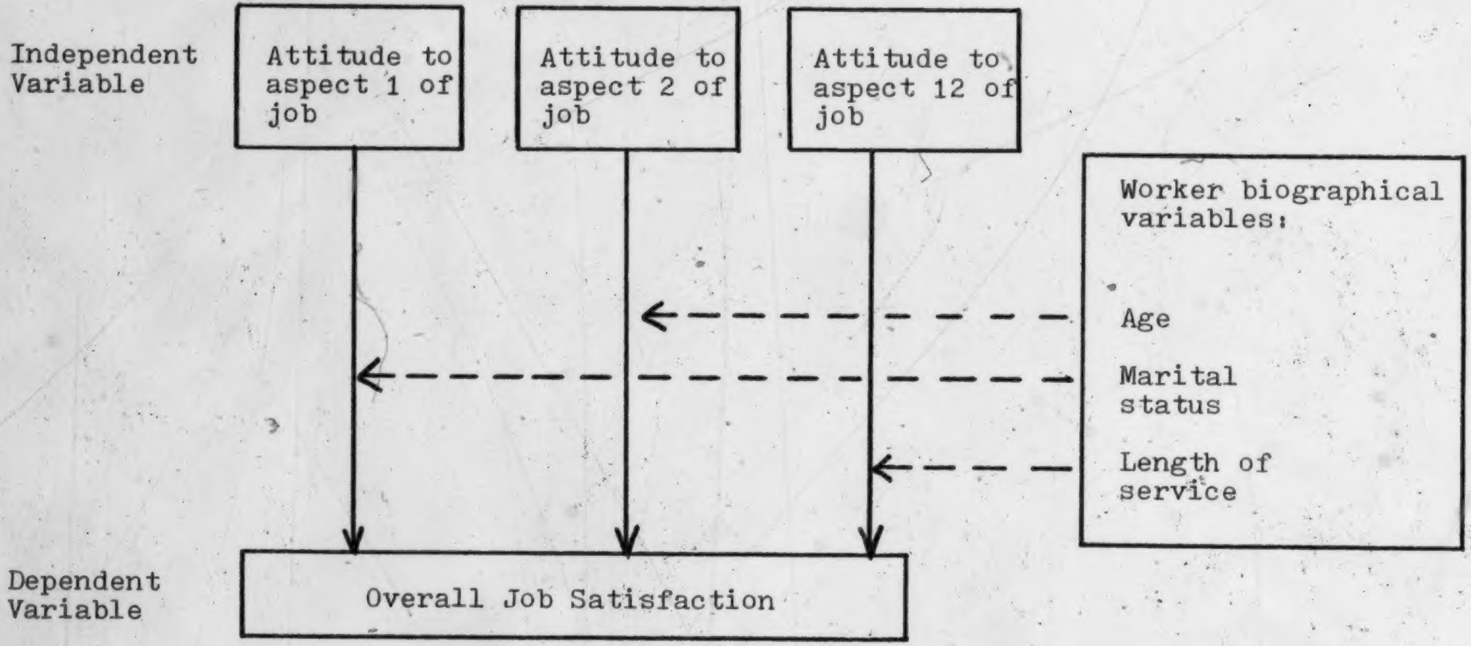

Independent Variable
Attitude to aspect 1 of job
Attitude to aspect 2 of job
Attitude to aspect 12 of job
Worker biographical variables:
Age
Marital status
Length of service
Dependent Variable
Overall Job Satisfaction

Figure 2. Diagrammatic representation of relationships examined. Reproduced from Wild and Dawson (1976:197).

> In particular the relationships of the attitudes to pay, supervision, physical working conditions, mental v. physical work and social peer relations with job satisfaction appear to be influenced by"

marital status and age (Wild & Dawson, 1976:201).

> With increasing length of service the relationship of job satisfaction with attitudes to self-actualization, training, physical effort and conditions decreases whilst the relationship with attitudes to pay tends to increase.
> (Wild and Dawson, 1976:203).

The variable, Locus of Control, was found by Evans (1973) to moderate the relationship between overall job satisfaction and satisfaction with aspects of the job. These findings imply that overall job satisfaction is not static, that specific job aspects contribute differentially to overall job satisfaction, and that the influence of specific job aspects varies with changing individual characteristics. Therefore, in this study, the relationship between aspects of the job with overall job satisfaction for different career stages and for internal-external Locus of Control has been examined.

RELATIONSHIP BETWEEN SPECIFIC INDIVIDUAL VARIABLES AND JOB SATISFACTION

According to Hackman and Lawler (1971), an assumption must be made when examining the relationship between individual variables and job satisfaction, that there is substantial homogeneity of individual characteristics within work settings. Figure 3 provides a list of individual

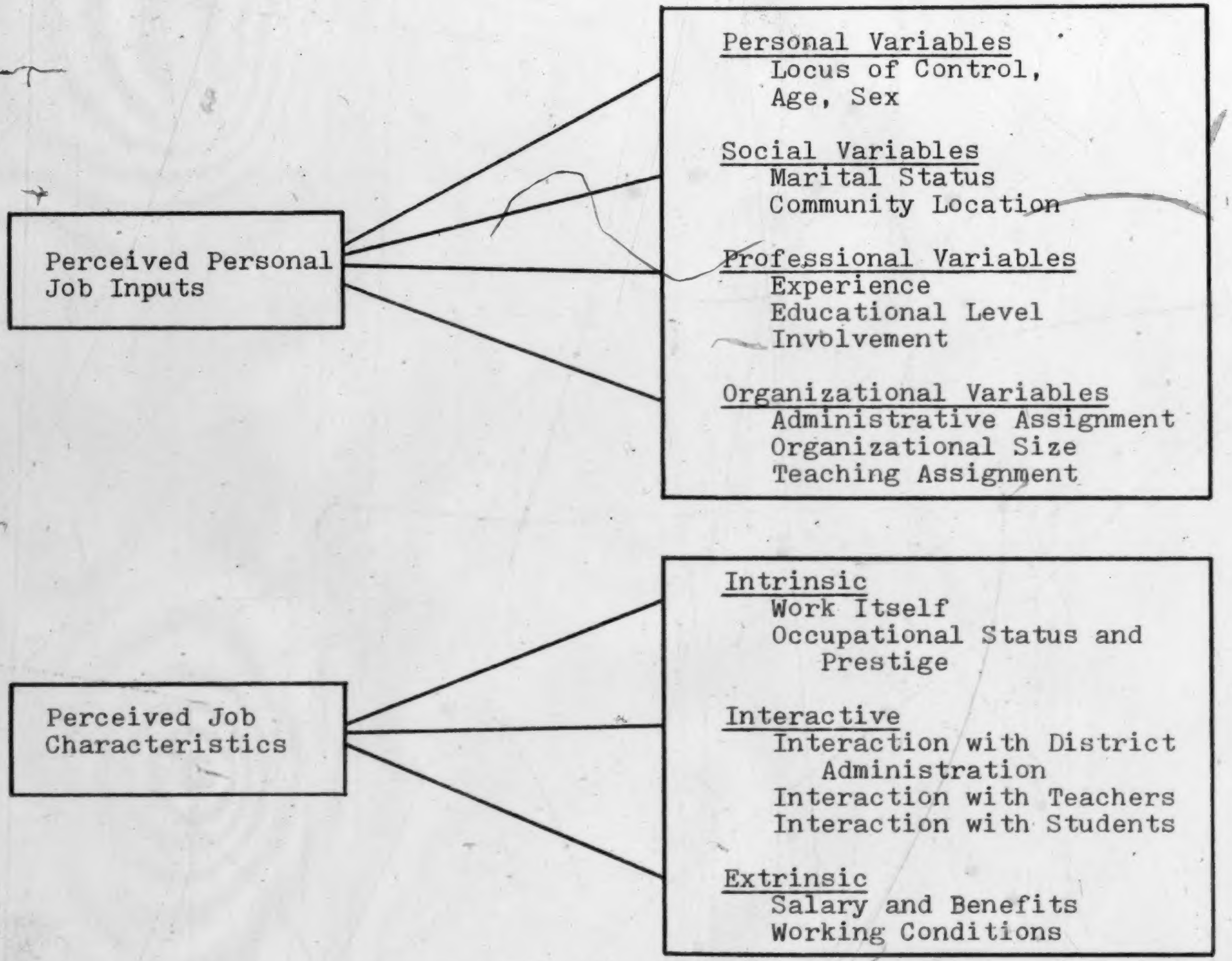

Perceived Personal Job Inputs
Personal Variables
Locus of Control, Age, Sex
Social Variables
Marital Status
Community Location
Professional Variables
Experience
Educational Level
Involvement
Organizational Variables
Administrative Assignment
Organizational Size
Teaching Assignment
Perceived Job Characteristics
Intrinsic
Work Itself
Occupational Status and Prestige
Interactive
Interaction with District Administration
Interaction with Teachers
Interaction with Students
Extrinsic
Salary and Benefits
Working Conditions

Figure 3. Individual and work variables related to satisfaction.

variables which emerged from the literature as being related to job satisfaction. Selected variables are:

(1) Personal variables: Locus of Control; age; sex;

(2) Social variables: marital status; community location;

(3) Professional variables: experience; educational level; involvement; and

(4) Organizational variables: administrative assignment; organizational size and teaching assignment.

Personal Variables

Locus of control. Rotter's definition of Locus of Control has been provided in Chapter 1. According to Phares (1973), the concept Locus of Control has proved useful over many different studies because it has consistently explained a small amount of variance. The basis of Locus of Control as observed by Rotter (1966), Lefcourt (1966), and Joe (1971) is that individuals differ in their belief about their ability to influence their environment and exert control over it. There is a generalized expectancy as to whether environmental outcomes are controlled by themselves (internal locus of control) or by outside forces (external locus of control).

An existing fundamental disagreement between theorists relates to whether Locus of Control is an enduring disposition, or a useful construct that is situation specific. In Rotter's view, both the generalized expectancy and specific expectancies which arise from a series of situations together influence the perception of the value of the outcomes. Specific expectancies which develop on the job tend to strengthen or diminish the individual's generalized tendency to internal-external control. According to Lawler (1973) and Anderson (1975), situational factors, such as organizational policies and practices, the work itself, significant others such as superiors, subordinates and co-workers, and incentive systems, contribute to the development of specific expectancies.

The following review of studies focuses on four aspects; individual differences, personality differences, relationships with the environment and job attitudes, which are considered to be closely related to the Locus of Control orientation of individuals.

(1) Individual differences. Internality has been associated with increased age by Runyon (1973) and Therrien (1975), and with higher occupational levels by Gemmill and Heisler (1972). Rotter noted that experience may be related to Locus of Control as through additional experience, an individual forms a more balanced perception of the sources of his reinforcement.

(2) Personality differences. Evidence from Hersch and Scheibe (1967) suggested that internals see themselves as assertive, achieving, independent and powerful while Evans (1973) noted that they have developed internalized standards of aspiration that are not relinquished easily. On the other

hand, externals are reported by Lefcourt (1966) to lack self-confidence, and by Phares (1973), to experience more anxiety and tension. Rotter (1966:22) cited Efran's study which suggested that the external may be less defensive. He has less need to repress his failures since he has already accepted that external factors determine his success and failure.

(3) Relationships with the environment. Gemmill and Heisler (1972) noted that there was some evidence to suggest that belief in one's ability to influence the environment is related to attempts to influence it. According to Phares (1973), the internal has a desire for control and will exert effort to deal effectively with his environment. Phares (1965) noted that internals were concerned with task related activities and were able to induce significantly greater changes in the expressed attitudes of others than were externals. In their dealings with subordinates, Mitchell, Smyser and Weed (1975) found that internally controlled managers used power bases which were persuasive in nature, such as rewards, respect, and expertise. Rotter (1966) noted that the internal himself is resistant to influence, manipulation, and coercion if these are not to his benefit.

Hersch and Scheibe (1967) found that there were variations in the attitudes of externals towards the environment. They reported that although externals view the world as controlling, not all externals conform to the traditional negative perspective as outlined by Rotter (1966) and Phares (1973), that of pessimism, alienation and low interpersonal trust. Some were found to be realistic in their appraisal of a situation and optimistic that the outcomes would be favorable. This latter description of the external was also reported by Janzen, Beeken and Hritzuk (1973). In a study of the internal-external control orientation of teachers, they found that the external allowed greater student autonomy than the internal. They suggested that the external is aware of the position of power which he holds in the classroom but because he is less worried over matters of personal control, he is able to consider the needs, goals, choices, basic individuality and freedom of others. Janzen et al. (1973) concluded that the external may possess a more liberating attitude to interpersonal relationships, greater tolerance of chaotic and unpredictable situations, and less overt desire for power, while able to make a more realistic appraisal of the nature of the influences in the environment. However, Mitchell, Smyser and Weed (1975) found that externally controlled managers were found to favor more formal and coercive power bases in relations with subordinates, while Phares (1973) found that, in relations with outside agents, externals exhibited greater suggestibility, attitude change and conformity.

(4) Job attitudes. The fourth aspect thought to be related to locus of control orientation, namely job attitudes,

was examined in studies by Gemmill and Heisler (1972), Organ and Greene (1974), and Mitchell, Smyser and Weed (1975). They have shown that internals are more satisfied with their work setting than are externals and report less job strain. Runyon (1973) found that internals showed greater work involvement than externals and were more satisfied with a participatory style of management. Externals were significantly more satisfied with directive supervision. According to Lawler (1973), and Evans (1973), internals derive motivation from work rewards that are related to performance.

Studies have also focused on responsibility and autonomy in the job. Phares (1973) and Janzen et al. (1973) observed that the internal possesses a strong inbuilt sense of responsibility that directs his activities. Contrary to their expectations, Sims and Szilagyi (1976) reported that externals exhibited a much stronger relationship between autonomy and satisfaction than internals.

For internals, satisfaction may be associated more with aspects of the job over which they perceive themselves to have greater influence than those over which they actually have less influence. However, for externals, the sources of satisfaction may be more diverse and associated with a range of actual job experiences. There is a likelihood that there will be differences between internals and externals in the nature and importance of aspects of the job which contribute to their overall job satisfaction. In this study, the researcher examined differences in the satisfaction of principals, grouped according to their belief about their ability to control the environment. The analysis examined differences between the groups on facets personally identified by respondents as contributing to their overall satisfaction and dissatisfaction. In addition, the analysis focused on differences between Internal and External groups on both overall job satisfaction and item satisfaction, and investigated the relationship between item satisfaction with overall job satisfaction for Locus of Control.

Age. Findings on the relationship between age and overall job satisfaction indicate that with increasing age, managers tend to become more satisfied. With respect to aspects of the job, both Porter and Lawler (1968), and Wild and Dawson (1976), found that with increasing age, managers placed more importance on recognition and social relationships. Miskel (1973) found that younger educators tended to regard pay and benefits, physical working conditions and the opportunity to be innovative and personally creative as important. According to Saleh and Otis (1976), increases in job satisfaction with increasing age are related to the general adjustment in life which comes with increasing age.

Sex. The findings of Deaux (1974) that the overall job satisfaction of males and females in equivalent positions was more similar than different, gave support to Korman's (1971) statement that there was no consistent evidence as to whether women were more satisfied with their jobs than men. Pay differences were observed by both Smith et al. (1969) and Lawler (1971) who reported that when females received comparable pay with males for doing the same work, females usually were more satisfied with their pay than males.

Social Variables

Marital status. Marital status and job satisfaction have been related in two recent studies. Wild and Dawson (1976) investigated the influence of marital status on the relationship of satisfactions with aspects of the job to overall job satisfaction. Pay and Supervision appear to be of greater importance in determining overall job satisfaction for married workers, while physical working conditions and social peer relations appear to be of greater importance to single workers. In reporting a study of the job satisfaction of teachers in Alberta, Holdaway (1978b) noted that when an educator's spouse was also employed as an educator, substantially less satisfaction was experienced on a number of aspects of the job.

Community setting. Community differences in sources of job satisfaction have been reported in a number of studies. Turner and Lawrence (1965) found that urban workers reported less overall job satisfaction even when their jobs were high on intrinsic qualities. In his study, Holdaway (1977b) found that city teachers as a group were substantially more satisfied than rural teachers with their physical conditions, resources and salary and benefits, while they were less satisfied with district policies and administration, workload and status. According to Blood and Hulin (1976), there is the likelihood that other variables associated with the job consistently interact with community setting to produce less favorable situational factors.

Community standards, as proposed by Blood and Hulin (1976), contributed to the establishment of the individual's frame of reference and to his perceptions of the discrepancy between the actual amount received and the amount that should be received. Blood and Hulin demonstrated that the economic characteristics of a community were related to pay satisfaction.

Professional Variables

Administrative experience. A number of theorists have investigated the impact of increasing experience on job attitudes. Van Maanen and Katz (1976) reported that there were differences in work satisfactions within a given occupational category at various career stages. They found that satisfaction patterns for administrative and professional personnel indicated that they were most satisfied with intrinsic aspects of the job (job properties) and least satisfied with extrinsic aspects of the job (organizational policies and context). For both groups, a rise in the level of satisfaction with intrinsic aspects of the job occurred during the second year of the job and was maintained throughout the remainder of the career. However, in respect to extrinsic aspects of the job, there was a rise in the level of satisfaction for those with at least ten years' experience in the organization. Van Maanen and Katz (1976) found that satisfaction with the interactional context surrounding the work declined during the early career stages but later increased to approximate the first year level by the end of the career. Overall job satisfaction was found to rise gradually until the tenth year when it declined, only to increase again in later career stages.

Buchanan (1974a) investigated variations in the contribution of organizational experiences to managerial job attitudes during the early career stages. Following a study of 279 business and government managers, Buchanan reported that factors which contributed significantly to the commitment of first year managers were group attitudes towards the organization and first year job challenge. For managers in their second to fourth year, self-image, reinforcement and personal importance were factors contributing to commitment while for those with five years or more experience, influential factors were group attitudes towards the organization, expectations realization, and work commitment norms.

According to Schein (1971) and Berlew and Hall (1971), the first year tests the manager's capacity to function in the position, grasp responsibility, establish relationships with the work group and meet the expectations of superiors. In reviewing his experience as a new administrator, Kiner (1976) recalled that although confronted by many pressures because of changed relationships with teachers and students, he was motivated by the challenge of the job and had high feelings of overall job satisfaction.

Hunt and Saul (1975) suggested that in the years immediately following the first year in the position, job satisfaction reaches its lowest level. According to Schein (1971), after the first year, the manager becomes more concerned with status and influence in the wider spheres of the work environment. For a principal, there may be a desire to be involved in district-related matters. Johnson and Weiss (1971) reported that less experienced principals were dissatisfied if they perceived that they had less involvement in the district decision-making process.

This reduction in satisfaction among educators during early career stages, was observed by Schmit (1968) but he noted that the level of satisfaction tended to rise again with increasing experience. Separate findings by Miskel (1973), Buchanan (1974b) and Wild and Dawson (1976) suggested that more experienced administrators might hold more favorable attitudes towards the organization, be closer to their referent group, and be more satisfied with pay and working conditions, but less satisfied with the fulfilment of higher order needs.

Educational level. In evaluating findings on educational level, Korman (1971) stated that with occupational level held constant, there was a negative relationship between educational level and job satisfaction. He accounted for this findings by indicating that with additional education, the individual looks to a higher level of group for guidance in evaluating his job rewards. Lawler (1971) supported this view and added that a person with more education has higher perceived inputs and even with perceived job possibilities being equal, will be more dissatisfied. In contrast to these views, Brown (1976) found that educational administrators with doctorates showed significantly greater satisfaction from their jobs than those without doctorates. Stogdill (1974) suggested that managers with more education stress performance and efficiency, desire more freedom on the job and are less satisfied with the general way the organization is being managed.

Involvement in professional and community activities. Blum and Naylor (1968) stated that recreational outlets and activity in organizations with professional, labor, political or social orientations, would contribute to job satisfaction. Dunkerley (1975) observed that a useful measure of this involvement would be the extent of membership in groups and the extent of participation in association activities.

Organizational Variables

Administrative assignment. Differences in tasks and attitudes between principals in elementary and secondary schools have been associated by Sergiovanni and Elliott (1975) with differences in school organization, goals, student differences, faculty specializations and degree of parental responsiveness. Findings by Johnson and Weiss (1971) suggested that secondary principals may be more closely linked to central office decisions than elementary principals. These researchers found that elementary principals in Minneapolis-St. Paul, Minnesota, had less positive feelings towards central office than their secondary counterparts and were dissatisfied with the extent of their participation in district decision-making. In a study of Alberta, Wilson (1968) found that elementary principals perceived themselves to be subject to considerable influence from their local board.

Organizational size. There has been considerable research on the impact of both large size and small size on the individual and on the organization. Cummings and Berger (1976) noted that large size is related both to the availability of resources within an organization and to impersonality. Hall (1972) suggested that in a large organization, there may be more stress and discomfort for individual members resulting from depersonalization. Although the administrative component is faced with problems of control, coordination and communication, administrators will have more power over the environment, possess more resources for planning and be less dependent on particular individuals. Gilbert (1976) noted that there may be a tendency for principals in large schools to become more concerned with managerial tasks rather than professional tasks.

Four major issues of concern to small schools were discussed by Bumbarger and Ratsoy (1975):

(1) program adequacy,
(2) resource adequacy.
(3) workload of principals, and
(4) teachers with lower educational levels and/or less experience.

According to Hall (1972), a measure of school size could be the number of full-time equivalent certificated teachers.

Teaching assignment. Dessler (1976) noted that excessive workload appeared to be related to dissatisfaction. In a study of school principals in Alberta, Andersson (1971) found that the amount of time devoted to teaching was one area in which there was much difference among principals. Harrison (1965) made the same observation about principals in Nova Scotia, noting that teaching took up to 25 percent of a principal's time and restricted time he desired to spend on other activities such as supervision and public relations. Andersson (1971) found that while principals attached importance to involvement in teaching, many felt that their teaching assignment was excessive.

RELATIONSHIP BETWEEN SPECIFIC WORK VARIABLES AND JOB SATISFACTION

Lawler (1973) stated that job characteristics establish conditions which influence an individual's job satisfaction attitudes. In Lawler's view, the factors which rated highly in their contribution to job satisfaction, were related to intrinsic, interpersonal and extrinsic aspects of the work. Intrinsic aspects of the work were also related by Herzberg et al. (1959), Porter et al. (1968), and Hackman and Lawler (1971) to overall job satisfaction.

Interaction in the work environment was identified by Iannone (1973), Schmidt (1976) and Van Maanen and Katz (1976) as a vital component of managerial and principal activity. Interaction is concerned with dealing with others both within and without the organization in the completion of work activities. Vroom (1964) noted that specific factors frequently emerged in which interaction was the key component. He suggested that relationships tend to be satisfying to the extent that there is similarity of attitudes, acceptance by others, and progress towards the attainment of goals.

With respect to extrinsic aspects, Van Maanen and Katz (1976) noted that labor relations specialists and union leaders have emphasized the importance of organizational policies and conditions of work as influences on overall job satisfaction. Lawler (1973) stated that the relationship of extrinsic rewards to overall job satisfaction may vary according to the importance that the individual places on these rewards.

Seven job facets have been identified by Vroom (1964) as being common to different studies of job satisfaction:

(1) attitudes towards the company and company management,
(2) attitudes towards promotional opportunities,
(3) attitudes towards job content,
(4) attitudes towards supervision,
(5) attitudes towards financial rewards,
(6) attitudes towards working conditions, and
(7) attitudes towards co-workers.

Recent factor-analytic studies with teachers in Alberta and superintendents in California have identified job factors related to the satisfactions of educators. Holdaway's (1978a) study of the job satisfaction of Alberta teachers identified seven sources of satisfaction: Recognition and Status, Students, Resources, Teaching Assignment, Involvement with Administrators, Work Load, and Salary and Benefits. Cochran's (1977) study of Californian superintendents also located seven factors: Rapport with School Board, Personal Satisfaction with Superintendency, Salary, Workload, Status, Community Relations, and Administrative and Professional Relationships.

Following an analysis of work variables linked to job satisfaction, and a consideration of the nature of the principalship, seven factors which appeared pertinent to the satisfaction of principals were identified:

(1) Work Itself,
(2) Occupational Status and Prestige,
(3) Interaction with District Administration,
(4) Interaction with Teachers,
(5) Interaction with Students,
(6) Salary and Benefits, and
(7) Working Conditions.

Literature is now presented which focuses on the components of each of the seven factors.

Work Itself

Findings in Ronan's (1970:198) study indicated that the nature of the work done was an important element of job satisfaction. Ronan stated that "it can probably be said that this is the major determiner of job satisfaction." According to Hackman (1969), the work itself contributes to satisfaction by providing reinforcement of a person's basic needs. Four dimensions of the Work Itself have been identified by Hackman and Lawler (1971); autonomy and responsibility, variety, task identity, and feedback. Autonomy and responsibility refer to the extent to which the worker feels personally responsible for his work and his opportunity for independent thought and action. The autonomy and responsibility dimension was identified by Porter and Lawler (1968) and Feldman (1976) as important to managers and related to their overall job satisfaction. Feldman noted that individuals with increased autonomy and responsibility, expressed more positive attitudes about the nature of their work and their relationships with other members of their work group. In his study of Alberta principals, Blacker (1971) found that more autonomy was considered desirable, particularly with respect to determining instructional programs.

Both McIntyre (1974) and Tanner (1976) have attempted to develop classifications of areas in which the principal has opportunity for independent thought and action. McIntyre's eight task areas focus on the development of school goals and objectives, allocation of staff, time, space and resources, coordination of non-instructional services, development of school-community relationships, development of inservice programs and assessment and evaluation of instruction. Tanner's (1976:106) classification was as follows:

(1) Developing and Implementing the Educational Program,
(2) Instructional Staff Development,
(3) School Community Relations,
(4) Supportive Services and Programs,
(5) Relation of the School to the School System.

Variety in the job provides a worker with an opportunity for accomplishment through the use of skills and abilities which are personally valued. The opportunity to use one's abilities was associated by Vroom (1964) with the satisfaction of self-actualization needs. According to Mintzberg (1973), variety is characteristic of managerial work. The principalship provides opportunities for an individual to undertake a variety of work activities such as managerial tasks and professional instructional tasks. Hackman and Lawler (1971) noted that work limited to a narrow range of activities may prove dissatisfying, but that work with too much variety may also cause tension and low job satisfaction.

Task identity was related by Hackman and Lawler (1971) to the accomplishment of a whole piece of work. However, Lieberman (1973) pointed out that the principal's satisfactions may not come from seeing a specific finished product, "but rather from detecting sometimes subtle clues that the pupil is growing and learning." These impressions will be influenced by his interactions with others and by his perceptions of task accomplishment.

The fourth dimension, feedback, refers to the degree to which information is available to the employee as to the effectiveness of his or her performance. Feedback to a principal may come from procedures such as formal evaluation or from informal relationships with individuals in contact with him.

Occupational Status and Prestige

In his study of educators, Lortie (1975) noted that increased status accompanied the teacher's movement from the classroom to an administrative position. Bride's (1973) findings concerning the prestige of in-school personnel in Alberta, revealed that principals were given the highest statuses in the occupational hierarchy. Senior High principals enjoyed the most prestigious position, while the importance of other principal groups decreased in direct relation to the student level administered.

Work undertaken by managers and principals reflects the status of the individual. Korman (1971) noted that supervisory responsibility, and influence during interaction with the work group, were aspects of work in which status was evident. An increase in status affects the interpersonal relationships between individuals. Levinson (1970) noted that promotion changes relationships with co-workers and requires some interactions which will prove less satisfying. There will be some situations in which supervisory responsibilities require actions that supersede personal relationships or where restrictions limit freedom to express views about policies and personalities in the system.

Tumin (1967) suggested three criteria to form the basis for ranking across occupations, namely, personal characteristics believed to be required, trained skills and abilities believed to be required and consequences or effects upon others of the performance of the status role. Banks (1970) noted that educator groups enjoy an intermediate position of social prestige in comparison with other occupations. School principals who rank more highly than teachers receive recognition more in accord with other prestigious professional groups.

Interaction with District Administration

A survey by the American School Board Journal (1976) reported several sources of principal dissatisfaction with the district administration:

(1) restrictions placed on principal autonomy and authority,

(2) accountability for implementation of decisions which have been developed without principal participation, and

(3) lack of support and uninformed criticism by local authorities.

Farquhar (1976) noted that many decisions about school organization, budgeting and curriculum are now being made at the school level, but there has been centralization to district level of decisions relating to salaries, the amount of resources, and types of services. Thus, principal autonomy in program development may be constrained by district level decision-making. Often, decisions made by the district administration do not involve principal participation although principals will have to implement proposals. Johnson and Weiss (1971) found that participation in decision-making was a source of satisfaction to elementary principals, although this relationship was moderated by personality differences.

Dissatisfaction with district administration has been linked by Enns (1968) to procedures used in policy implementation and evaluation of principals, and relationships between principals and staff personnel, by Brewer (1966), to expectations held by Board members for the principalship, and by the Survey of the American School Board Journal (1977) to lack of support for principals in issues relating to student discipline, teacher relations and school finance. While the district administrators tend to stress the professional, client centered obligations of principals, Gram (1975) found that they have been more concerned with his performance of organizational and managerial tasks.

Interaction with Teachers

According to Wolcott (1973), the principal's interaction with teachers is essentially directed towards achieving the goals of the school. He noted that the principal's rapport with the staff was enhanced when he treated them as equals, gave backing to teachers, accepted new ideas and maintained a positive and reassuring manner. According to Yauch (1957), other sources of satisfaction were to be found in favorable teachers' attitudes, as for example, towards innovation and principal initiated activities, and in consultative relationships with teachers.

Dissatisfaction in principal-teacher relationships has been linked by Schmidt (1976) to polarity between principals and teachers during collective bargaining, and by Hasenfeld and English (1974) to tension between principal authority and teacher autonomy. Lusthaus (1975) found that compulsory supervision of teachers was a source of job related tension and dissatisfaction. Yauch (1957) noted that participation by teachers in decision-making may be a source of dissatisfaction by imposing limits on the principal's discretionary powers.

Interaction with Students

In relationships with students, Wolcott (1973) proposed that principals have been concerned with the attitudes of students towards teachers, and with discipline problems. Hasenfeld and English (1974) implied that an important administrative function in staff-client relationships, is the development of extensive recording and reporting systems. Raubinger, Sumption and Kamm (1974) discussed the principal's professional relationship to the students in terms of his role in program development and in provision and organization of special services such as counselling.

Salary and Benefits

Salary and related benefits tend to be major incentives in society. According to Vroom (1964:150), satisfaction stemming from salary is dependent not on the absolute amount of the salary "but on the relationship between that amount and some standard of comparison used by the individual." Lawler (1971) indicated that the variance in attitudes to pay satisfaction is related to the differing standards of comparison used by individuals and to the fact that pay is a satisfier of a range of individual needs. For example, Porter and Lawler (1968) found that for managers, pay satisfaction was linked to the satisfaction of security, recognition, status and achievement needs. In his review of findings on pay satisfaction for higher level employees, Lawler (1971) suggested that although pay is less important for these employees, if it is tied to actual performance it will be related to increased satisfaction. In a study that investigated the determinants of pay satisfaction, Dyer and Theriault (1976) found that perceptions of pay-system administration was an important influence. These perceptions focus on the various policies and procedures used by the employer to make wage and salary decisions.

Working Conditions

Four aspects of working conditions would appear to be relevant: workload, physical conditions, availability of resources, and collective bargaining. Two significant predictors of job satisfaction for principals were shown to be related to working conditions. Miskel (1975) found that Tolerance for Work Pressure (excessive workload) and Surround Concern (physical work conditions), were significant predictors of satisfaction.

Bodette (1967) and Fendrock (1969) observed that long periods of time were required by administrators to cope with the range of work-related activities. The consequences of a heavy workload may be reflected in additional time being spent on job-related activities at the expense of family or personal development, or in the redirection of work activities in order to attend to immediate concerns at the expense of other projects. Wolcott (1973:318) described "restraints imposed by constantly having to meet the expectations of a multitude of others" as a limitation in the principal's role and a restriction on the opportunity "for constructive accomplishment."

Herzberg's (1959) category of working conditions embraced physical conditions of work and the facilities available for doing the work. However, a major concern of administrators, according to Wolcott (1973) is the need for additional resources related to the operation of the school. These include staff to attend to the problems arising out of the operation of the physical plant, such as cleaning, maintenance and supplies, and materials and finance to provide desired programs. These deprivations may result in additional amounts of time being spent on matters directly related to the physical plant or to resource acquisition. Schoonmaker (1969) suggested that the individual may react to work deprivation based on constraints in the environment, with feelings of powerlessness and of expressed dissatisfaction with societal attitudes, governmental policies, or with other groups which appear to restrict freedom.

Collective bargaining as a component of working conditions affects the principal in two ways. Firstly, as observed by Brewer (1966) and in the Survey of American School

Board Journal (1976), pressure is placed on the principal through the expectations of Board members, to support management's position during negotiations and in day-to-day decisions. Secondly, negotiations over conditions of work may limit the principal's discretion in the organization of the school, by prescribing most aspects of the daily routine.

SYNTHESIS OF RELATIONSHIPS AMONG VARIABLES

The framework for the study is shown in Figure 4. This framework results from the consideration of the relationships among overall job satisfaction, attitudes to aspects and clusters of aspects, and individual variables.

1. Overall Job Satisfaction

This can be assessed in the following ways:

(a) the extent of satisfaction of an individual's higher level needs,

(b) the extent to which Motivator and Hygiene factors personally identified by respondents, are present in the job, and

(c) the extent of overall job satisfaction.

2. Attitude to Aspects and Clusters of Aspects (Factors)

This can be assessed as the extent of satisfaction with aspects and clusters of aspects, identified by the researcher.

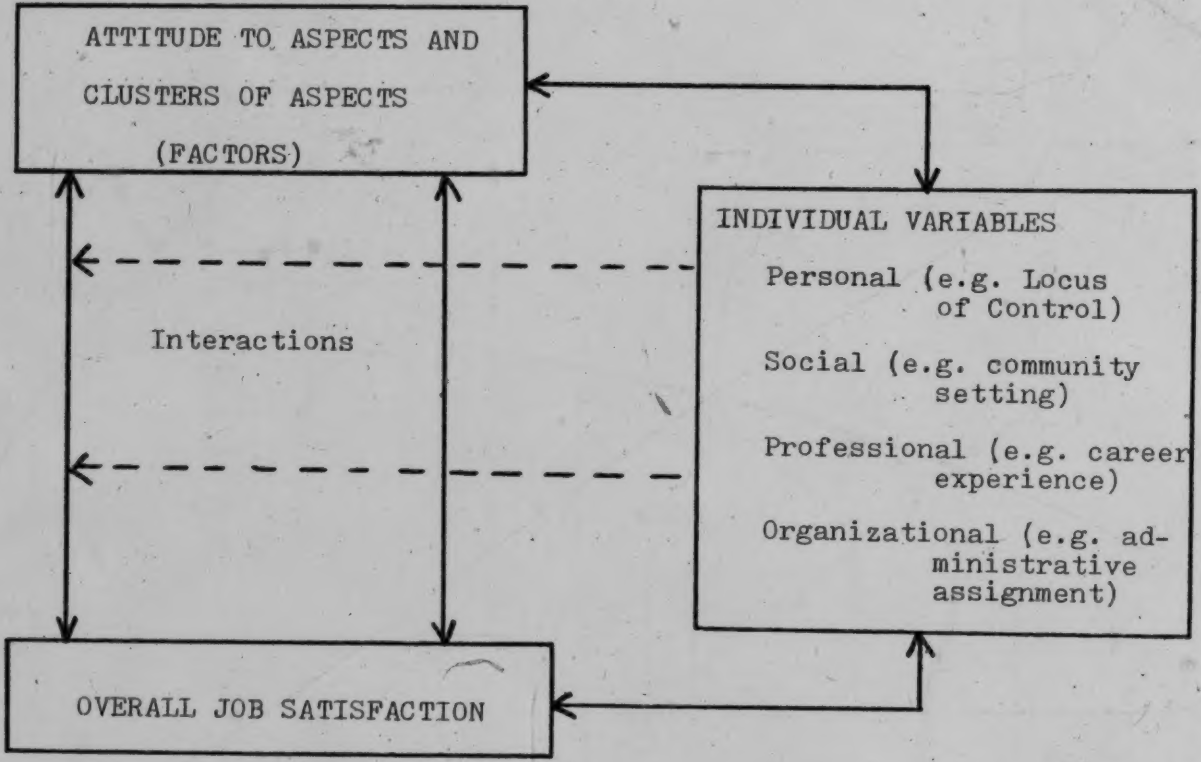

ATTITUDE TO ASPECTS AND
CLUSTERS OF ASPECTS
(FACTORS)
INDIVIDUAL VARIABLES
Personal (e.g. Locus of Control)
Social (e.g. community setting)
Professional (e.g. career experience)
Organizational (e.g. administrative assignment)
Interactions
OVERALL JOB SATISFACTION

Figure 4. Diagrammatic representation of relationships investigated. Adapted from Wild and Dawson (1976:197).

3. The relationship between the extent of satisfaction with
   (a) aspects and clusters of aspects, and
   (b) overall job satisfaction.

4. The relationship of specific individual variables to
   (a) overall job satisfaction, and
   (b) aspects and clusters of aspects.

5. Relationship of specific individual variables on the interaction between
   (a) satisfaction with aspects and clusters of aspects, and
   (b) overall job satisfaction.

SUMMARY

This chapter has provided a review of literature pertaining to the central concepts of the study, overall job satisfaction, satisfaction with aspects of the job, and individual variables. The review is summarized below:

First, a brief overview of the nature of job satisfaction was presented. Much research into job satisfaction was premised on the notion that its presence would result in favorable consequences for both the individual and the organization. Recent theorists such as Lawler (1973) have noted that relatively little is known about the determinants or consequences of job satisfaction.

Second, a review of the literature was conducted on theories of job satisfaction. The most complete attempt to link individual and work variables into the complex process of perception was proposed by Lawler in his facet satisfaction model. This approach, as expressed by Holdaway (1978a), described both overall job satisfaction and satisfaction with aspects of the job in terms of the discrepancy between ideal and actual states. Earlier theorists tended to equate job satisfaction with either the fulfilment of the individual's higher level needs (Schaffer, 1953; Maslow, 1970), or with the presence in the job of certain characteristics (Herzberg, 1959). Herzberg's two-factor theory stated that Motivator or Job Content factors contributed more to overall job satisfaction while Hygiene or Job Context factors contributed more to overall job dissatisfaction. This theory which has been the center of controversy concerning its tenets and methodology, has influenced previous studies of principal job satisfaction by Iannone (1973), Wickstrom (1973) and Schmidt (1976).

Third, the relationship between overall job satisfaction and satisfaction with aspects of the job has been conceptualized by Lawler (1973) and Smith et al. (1969). Overall job satisfaction was viewed as the sum of all the aspects of the job, weighted by the individual according to their perceived importance in contributing to overall job satisfaction. Methodological considerations were examined before a decision was made to assess overall job satisfaction with a separate measure. The findings of a number of studies indicated that intrinsic aspects of the job which provide outcomes which are internal to the person contribute more to overall job satisfaction than do extrinsic aspects of the job. A review of the literature identified seven factors considered appropriate to the satisfaction of school principals. These factors which were adapted from previous factor analytic studies in industry and education, were Work Itself, Occupational Status and Prestige, Interaction with District Administration, Interaction with Teachers, Interaction with Students, Salary and Benefits, and Working Conditions.

Fourth, a discussion was presented which indicated that the relationship between satisfaction with aspects of the job and overall job satisfaction was not static, and was found to be moderated by specific individual variables. For example, the relationship between the aspects of the job and overall job satisfaction was found to vary with different stages of career experience and with Locus of Control orientation.

Fifth, individual variables given prominence in literature relating to job satisfaction were examined. The variables were identified and classified as personal, social, professional, and organizational. Findings for these variables suggested that there may be differences in overall job satisfaction or in satisfaction with aspects of the job for groups classified according to each of these variables.

The above concepts were related in Figure 4 (page 66), a diagrammatic representation of relationships investigated.

CHAPTER 3

RESEARCH PROCEDURES

The research methodology of the study is reported in this chapter. The contents have been organized under the following headings: the research instrument, pilot testing, data collection procedures, content analysis of open-ended responses, statistical treatment of the data and reliability and validity of the instrument.

THE RESEARCH INSTRUMENT

The questionnaire approach was chosen as the instrument for data collection in this study. One of the advantages of this method is that data can be collected from a large, diverse sample while the anonymity of respondents is preserved. In addition, Selltiz et al. (1966) observed that in questionnaires, respondents often feel freer to express views of which others might disapprove or which might cause them trouble. The technique was found by Bohrnstedt (1967) to be equal in reliability to the interview in eliciting job attitudes. The questionnaire developed for the study, entitled Sources of Principal Satisfaction is described below. A copy is also included in Appendix A, Part 1.

Section A: Personal Data

Section A contained questions regarding various characteristics of the principals:

Personal: age; sex;

Social: marital status; employment status of spouse; community setting;

Professional: highest attained level of formal education; number of years of administrative experience; involvement in professional and community activities;

Organizational: administrative assignment; organizational size; teaching assignment; Budget Decision Scale.

The present employing authority was identified by the use of color-coded questionnaires.

The budget decision scale. A measure of the extent to which budget decisions were centralized within the school district or decentralized to the school level was included in Section A of the questionnaire. The five items included in the Budget Decision Scale were selected from a twenty-seven item School Budget Authority Scale, developed by Caldwell (1977) in his study of decentralized budgeting in Alberta. The five items were directly related to the program of a school, and typical of those which appear in a school budget for any level of a school system. Five items which varied to the extent to which decisions about them were made at the school level were selected in an attempt to achieve a distribution of respondents within a range of scores from 0-5. Two of the selected items, Maintenance and repair of equipment, and Registration fees for staff attending conferences, were typically decisions made by central office, while another two, Purchase of textbooks, and Purchase of audio-visual materials, were typically decentralized to the school level. One item, Transportation for students on field trips, was neither typically centralized nor decentralized. See Table 1 for percentage of systems for which each item of the Budget Decision Scale was typically decentralized to the school level. Principals were asked to indicate, for each of the five items, whether a central office (centralized) or school (decentralized) decision was made on the amount to be included in their school budget.

Section B: Overall Satisfaction

Overall job satisfaction was assessed by four items. Item 1 was adapted from the study by Throndson (1969), Item 3 from Johnson and Weiss (1971) and Items 2 and 4 from Holdaway (1978b). Two were related to the satisfaction of social needs or self-actualization needs. Another was related to satisfaction with the effectiveness of the school, while the fourth was a measure of satisfaction with the job in all its aspects.

Table 1

Percentage of Systems for which Budget Decision is Typically Decentralized

Item	Percentage	
Maintenance and repair of equipment	26	Typically Centralized
Registration fees for staff attending conferences	26	
Transportation for students on field trips	50	Neither
Purchase of textbooks	66	Typically Decentralized
Purchase of audio-visual materials	63	

Items selected from Caldwell (1977).

Section C: I-E Scale

Rotter's (1966) Internal-External Locus of Control Scale consists of twenty-three question pairs, using a forced-choice format, plus six filler questions. In each of the questions, the respondent is provided with a pair of alternative statements which express a contrast in beliefs between external and internal control. One point is allotted for each external statement selected, so that scores may range from zero (most internal) to 23 (most external).

Section D: Item Satisfaction

Forty-five items were organized into five categories, Working Conditions, Personnel-Related Matters, School-Related Matters, District-Related Matters and Occupation-Related Matters. These items were developed from the literature review presented in Chapter 2 and were related to various aspects of the principal's job. Several items were adapted from the Minnesota Satisfaction Questionnaire reported by Johnson and Weiss (1971), and from the questionnaire, Satisfaction with Teaching and Employment Conditions, developed by Holdaway (1978b) for his study of the satisfactions of educators in Alberta.

The item satisfaction instrument. From an extensive review of the literature, seventy items were selected as sources of principal satisfaction. These seventy items were rated on a six-point scale by a graduate class, Master's

Level, in educational administration and examined by a panel of three doctoral candidates. Items were deleted if they were judged to be of minor importance to the principal, were ambiguous and difficult to answer, or failed to discriminate among respondents. A synopsis of items included in the final questionnaire is listed in Appendix A, Part 2.

Section E: Sources of Job Attitudes

The final section of the questionnaire was designed to permit the respondent to personally identify sources of job attitudes. The open-ended questions enabled the respondent to select two facets contributing most to overall satisfaction and two facets contributing most to overall dissatisfaction.

Scaling

A six-point scale which ranged from Highly Satisfied to Highly Dissatisfied, was used in the study to rate the extent of satisfaction. No provision was made for Undecided or Neutral response categories. This approach was in line with Porter et al. (1975:53) who indicated that "people are rarely neutral about things they perceive or experience" and "tend to evaluate most things in terms of whether they like or dislike them." Shaw and Wright (1967:21) stated a similar position:

> some theorists (e.g. Krech and Crutchfield, 1948) suggest that attitudes always have either a positive or negative sign; if they have no sign (i.e., are neutral or at the zero point) they cannot be called attitudes at all. We have adopted a similar position.

Further, Holdaway (1971) found that variations in response patterns occurred when differing categories and differing ordering of categories of Likert-type scales were employed. In particular, the use of Undecided and Neutral categories, and their positioning on an agreement-disagreement scale had an effect on response patterns. A decision was made to provide a six-point scale although this could possibly compel some respondents who either had no obvious positive or negative feelings towards an item or for whom the positive aspects balanced the negative aspects, to make a positive or negative choice. In addition, this decision is in opposition to Herzberg et al. (1959) who deny the presence of a satisfaction-dissatisfaction continuum.

In an attempt to ensure that the satisfaction instrument would elicit expressions of job attitudes, each item was assessed for its relevance to the principalship by a panel of three doctoral candidates. On the basis of the perceived relevance of items, an assumption was made that respondents would be likely to have specific job feelings towards the selected items.

PILOT TESTING

Two sections of the questionnaire, Section B (Overall

Satisfaction) and Section D (Item Satisfaction), were completed by twenty-four public school principals from Edmonton and District who were attending a Principals' Leadership Conference at the University of Alberta. Principals completed the two sections and, in addition, wrote comments about their reactions to the content of the questionnaire, the wording of the items, and the appropriateness of the scaling system. As a result of these comments, one item was deleted because it was considered ambiguous, and an additional item, "The Attitudes of your staff towards curriculum change", was added. Amendments were also made to the wording of ten items.

DATA COLLECTION PROCEDURES

Selection of the Sample

In Alberta, a varied set of local jurisdictions has developed, "partially due to historical developments and partially to other factors, for example local choice." (Bumbarger & Ratsoy, 1975:12). The following types of local administration are found in Alberta: school districts (public, separate), school divisions and counties (Munroe, 1974).

Public school districts. The basic unit in local educational administration is the school district. Although many rural and village districts remain small, the urban population growth in Edmonton and Calgary has resulted in the development of large and complex districts. In the study, Districts referred specifically to rural and town jurisdictions while city districts were identified as City A and City B.

Separate school districts. Separate school districts are established upon request of the Denominational group, either Catholic or Protestant, which comprises the religious minority in any community. Although the powers of the boards are the same as for public school boards, their foundations have a distinct religious orientation. Separate school districts in the study were arranged into two groups, Edmonton-Calgary and Others.

School divisions. School Divisions which are largely rural in nature were formed by the consolidation of school districts. The administrative unit which provides educational services for approximately 1200 to 1500 pupils, is located in a fairly large center of population. The powers of the board of the school division are identical to those of a school district.

Counties. Counties are mostly rural in nature although for educational purposes they include both villages and towns. The municipal and school administration are combined under one authority.

A decision was made to obtain a stratified random sample of respondents so that each type of administrative unit would be represented proportionately to its size in the population.

Plutchik (1974:79) stated:

> The advantage of stratifying a population before taking the sample is that the chances of picking a very deviant sample are less and estimates of population values are therefore more precise than would have been the case with a simple random sample of the whole population. The major limitation of stratified random sampling is that it requires advance knowledge of the strata within the population.

From a list of all principals in the province (excluding principals of special schools and one-room schools), seven lists (3 public school districts, 2 separate school districts, counties and divisions) were prepared. The following criteria were applied to the ordering of the lists:

(1) Local jurisdictions within each administrative unit were listed according to the jurisdiction number (allocated by the Department of Education).

(2) Schools within each jurisdiction were listed according to the code number (allocated by the Department of Education).

Using a table of random numbers, one third of the names from each list was selected. The sample consisted of 410 principals.

Permission to distribute questionnaires was formally approved by the Division of Field Services, University of Alberta, and by the school systems which required notice of research within their jurisdiction. Questionnaires, color-coded for each administrative unit, were distributed on May 13, 1977, and a follow-up letter was posted on May 27, 1977.

A cut-off date of June 17, 1977 was established. Enclosed in each envelope sent to selected principals was a covering letter, printed questionnaire and stamped addressed envelope. A copy of the questionnaire is included in Appendix A, Part 1, while the covering letters are included in Appendix B.

Returns from Respondents

Returns were received from 350 respondents, giving an 85.4 percent return. Twenty-three returns were deleted because they were incomplete in Section A or D, leaving 327 usable responses. Table 2 presents the frequency and percentage distribution of respondents for each administrative unit. An examination of the response rate for each of the different types of administrative units indicated that there was no marked variation in the percentage of returns between a unit's quota established during the selection of the sample, and its response rate as a percentage of the total return. In addition, each of the seven administrative units approximated the average overall return rate, 85.4 percent. The rural districts category, 91.2 percent, had the highest return rate, while Edmonton city district, 82 percent had the lowest.

CONTENT ANALYSIS OF OPEN-ENDED RESPONSES

In the final section of the questionnaire, Section E, Sources of Job Attitudes, respondents were asked to describe

Table 2

Frequency and Percentage Distribution of Respondents For Each Administrative Unit

Type of Administrative Unit	Total Sample f	Total Sample %	Total Returns f	Total Returns %	Intra-Unit Returns %
Rural Districts	34	8.3	31	8.9	91.2
School Divisions	89	21.7	74	21.1	83.1
Counties	102	24.9	86	24.6	84.3
City Districts					
Edmonton	50	12.2	41	11.7	82.0
Calgary	61	14.9	54	15.4	88.5
Catholic Separate Districts					
Edmonton, Calgary	47	11.5	40	11.4	85.1
Others	27	6.6	24	6.9	88.9
Totals	410		350		85.4

Usable responses were received from:
Rural Districts 31
School Divisions 68
Counties 84
City Districts - Edmonton 35
Calgary 48
Separate Districts - Edmonton, Calgary 39
Other Catholic Separate Districts 22

two facets which contributed most to their overall satisfaction with the principalship, and two facets which contributed most to their overall dissatisfaction.

Method of Data Analysis

According to Stone (1964) and Holsti (1969), content analysis refers to any procedure for distinguishing themes which permeate a given message. In this section of the study, the use of content analysis was deemed necessary as the subjects' own statements were crucial to determining the sources of job attitudes. The unit for analysis was the statement provided by the respondent.

Step one. To establish a system for categorizing the responses, the following procedures were adopted. The sixteen theoretical categories of Herzberg, Mausner and Snyderman (1959) provided the base list for initial analysis. Further categories deemed appropriate to explain the data were to be added if necessary.

Step two. The researcher and another doctoral candidate in educational administration were associated in the development of the categories. A random sample of 50 questionnaires was selected. Both the researcher and the independent coder listed facets of the job identified by respondents as leading to their overall satisfaction and overall dissatisfaction, and grouped these into categories according to perceived common dimensions.

Step three. The researcher and the independent coder conferred to describe the categories. As a result of this step, additional categories were added and some of the existing categories drawn from Herzberg et al. were redefined.

Step four. Both the researcher and the independent coder selected a new random sample of 50 questionnaires for analysis and after coding these responses, conferred to formalize the analysis procedures and further revise categories.

Step five. The coding of all responses was then completed by the researcher, and the data were key-punched and listed on file for further analysis. Frequencies and distributions of items contributing to overall satisfaction and overall dissatisfaction were obtained for the sample and for groups based on individual variables. The recoding of the questionnaires after two months duration, resulted in an intra-coder agreement level of 94.8 percent.

Category Definitions

Twenty categories were developed to describe facets identified by respondents as contributing to their overall satisfaction or dissatisfaction. The discussion of each of the twenty categories follows:

1. Recognition and status. The emphasis of this category was upon some act of reassurance given to the principal by others. This act of recognition indicated that he was doing an effective and important job.

2. Sense of accomplishment. Statements which indicated feelings of success, or their opposite, feelings of failure or the absence of achievement were included in this category. The sense of accomplishment resulted from reaching a goal, from successfully completing a task or resolving a problem. Also included were statements which indicated that accomplishment resulted from "subtle clues" in the work environment, e.g., student growth.

3. Self development and talent utilization. Respondents indicated that their possibility for personal growth had been increased or decreased by their principalship.

4. Responsibility. This category included references to the principal's authority and responsibility for the work of others. Respondents indicated that their satisfaction derived from the exercise of leadership in directing broad and demanding tasks and facilitating the work of others. Dissatisfaction was associated with the principal's supervisory responsibilities or from feelings that a

discrepancy existed between his authority, and the authority he felt he needed to carry out his responsibilities.

5. Autonomy. The respondent identified his feelings of freedom in the selection of work activities. Satisfaction was associated with flexibility in program development and opportunities to schedule work, select resources and determine procedures. Dissatisfaction was related to restrictions placed on the principal's independent thought and action.

6. Importance of the work. Comments made by respondents indicated that their work was important in providing a service of benefit to society and to individuals within that society.

7. Challenge of work. Specific references were made concerning the nature of the work as a source of satisfaction. Comments included general statements about the variety and challenge of the work in all its aspects, or about the nature of specific tasks. In contrast to the challenge and variety of the work, as a dissatisfier, this category included references to unnecessary tasks and non-curricular activities performed by principals as well as comments about routine or trivial duties that occupy much time.

8. Interpersonal relationships in the work environment. References were made to a number of groups with whom the principal was experiencing satisfying or dissatisfying social relationships.

9. Relationships with parents. Specific references to interactions with parents and community members were included in this category.

10. Attitudes of society towards education. This category described attitudes towards education which principals perceived within society. References were made to societal values and expectations for schools and principals, and to influences within society which affect students and over which the school has no control.

11. Relationships with teachers. References to relationships with teachers and to their attitudes and quality of their services, were included in this category.

12. Relationships with central office. This category included references to relationships with and support from administrative staff at the district level.

13. Student attitudes and performance. References in respondents' statements which formed this category were related to attitudes of students towards their teachers and

school activities, principals' relationships with students, and student successes, both at school and in later years.

14. Administration and policies. A variety of references, all relating to the administration and policy of the central office, was coded within this category. Comments concerned:

(a) quality of leadership by board members,
(b) administrative procedures of the employing authority,
(c) consultative and supervisory practices of central office,
(d) expertise of supervisors,
(e) participation with district authorities in determining goals, methods and procedures,
(f) support given principals in problem situations, and
(g) quality of communication from central office to the school.

15. Constraints in the overall system of educational administration. This category included statements about the influence of the overall system of educational administration on the local employing authority and schools. References were made to budget constraints, declining educational standards, and lack of educational leadership.

16. Impact on home life. References to the impact of the job on either the principal's personal life or his

home life, were placed in this category.

17. Pay and benefits. This category included all references in which compensation was mentioned.

18. Physical context. Contained in this category were references to the adequacy or inadequacy of the physical conditions of work, the availability of materials and staff.

19. Amount of work. Coded into this category were references to the amount of work required of the principal.

20. Job-related tension. Job-related tension included references to conflict, frustration or work pressure as sources of dissatisfaction.

STATISTICAL TREATMENT OF THE DATA

Seven major statistical techniques were used to analyze the data. These were the Chi Square Test of Significance followed by the calculation of the Phi coefficient or Contingency coefficient, Pearson Product-Moment Correlation, Factor Analysis, Factor Scores, One-Way Analysis of Variance, t Tests, and Stepwise Multiple Regression. In addition, the SPSS-Version 6.02 Statistical Program (Statistical Package for the Social Sciences) was used to determine the frequency and percentage of responses for each item in the questionnaire. Information obtained from this program was used in the discussion of Problem 1, an investigation of the sources and the extent of overall job satisfaction. Scores were also obtained for each respondent on the Internal-External Locus of Control Scale and on the Overall Satisfaction Scale. The latter score was the mean score of the four overall satisfaction items. The statistical programs used in the study were available through the Division of Educational Research Services, University of Alberta.

The chi square statistic (DERS:NONP02) was used for the analysis which compared the contribution of motivator and hygiene factors to overall satisfaction and overall dissatisfaction. The technique was deemed appropriate because it examined cell frequencies of a given matrix, compared the expected with the observed frequency and calculated a probability for the difference. The association between the variables was assessed by the Phi coefficient or Contingency coefficient.

Mueller, Schuessler and Costner (1970:241) outlined two approaches to the interpretation of the association between variables. The first is related to the principle of joint occurrence in which the relative frequency with which certain attributes happen together is the basis of judgment. The second is adopted when the unit change in one variable is parallelled with some degree of regularity by a comparable change in the other. The variables move together so that the researcher may conclude that they are somehow tied together and that there is an association between the two sets of data. These methods of analysis are appropriate for examining the variation in the contribution of Motivator-Hygiene factors to satisfaction and dissatisfaction.

The Phi coefficient and Contingency coefficient were described by Costner (1965) as measures of association designed to reflect the degrees of departures from statistical independence. Nie et al. (1975) described the Phi statistic as a suitable measure of association which indicates the strength of a relationship. According to Ferguson (1971), the Phi coefficient which is applied to 2 X 2 tables only, may be calculated from the chi square $\sqrt{\frac{X^2}{n}}$ which first provides an indication of statistical significance.

Van Dalen (1973) pointed out that the Contingency coefficient determines the relationship between two variables measured on nominal scales, with two or more categories. According to DuBois (1965), its maximum value in a 3 X 2 table, is .707. For comparative purposes, Siegel (1956) noted that contingency coefficients are comparable only when they are yielded by contingency tables of the same size. They are not directly comparable to any other measure of correlation. Kerlinger (1973) proposed a four step process for its interpretation:

(1) Calculate chi square to determine statistical significance,

(2) Calculate C, $C = \sqrt{\frac{X^2}{X^2 + n}}$

(3) Calculate the percentages, and

(4) Interpret the data using each of the three pieces of information.

Nie et al. (1975) added that the interpretation of C may be expressed in terms of whether it signifies the existence of a degree of association (e.g. high).

Pearson product-moment correlation coefficients were calculated with the statistical program DERS:DEST02, to determine the relationship between the continuous variables in the study.

Factor analysis is "a method for extracting common factor variances from sets of measures" (Kerlinger, 1973: 659). Factor Analysis with the Factor Analysis Package, XDER:FACT18, was undertaken for the pool of 45 items contained in the Item Satisfaction Instrument (Section D) of the questionnaire. Scores for each person on each factor were calculated with the Factor scores statistical program, DERS:FACT08. Kerlinger (1973) described factor scores as weighted averages, weighted according to factor loadings. In the DERS:FACT08 program, the mean of the scores for each factor was set at zero, and the standard deviation at one. Thus, the score for each individual on each factor was expressed in standard form.

One-way analysis of variance (XDER:ANOV15), and t Tests (DERS:ANOV10), were used to determine whether there were significant statistical differences between groups of principals on overall job satisfaction and satisfaction factors. A significance level of .05 was established for the various analyses. When the one-way analysis of variance provided an F which was statistically significant beyond the .05 level, the Scheffe procedure (Winer, 1971) was used to compare individual groups in an attempt to locate the differences which contributed to the ANOVA results. Because of the rigorous nature of the procedure, the significance level was set at .10 (Ferguson, 1971:271). Tests for analysis of variance are usually accompanied by homogeneity of variance tests. There is however, general agreement that the F Test is fairly robust and can accommodate departures from homogeneity (Ferguson, 1971:219-220; Kerlinger, 1973: 287-8). Where the assumption of equality of variance was untenable for the t Test, an adjustment in the value of t was made by the Welch T Prime Adjustment of t Tests (Ferguson, 1971:155).

Stepwise multiple regression analysis was applied to the data to determine which of the predictor variables, i.e., the satisfaction factors were associated with the greatest percentage of variance in overall job satisfaction. Analyses were undertaken for all respondents, and also for respondents grouped according to internal-external Locus of Control, and career experience.

RELIABILITY

Two ways of increasing test reliability (Kerlinger, 1973:443) have been followed in this study.

(1) The questionnaire was distributed and appraised by doctoral candidates, principals and the researcher to ensure that the items and instructions for completion were clear and unambiguous.

(2) A measure of internal consistency was obtained with the Kuder-Richardson formula 20 (K-R20). According to Ferguson (1971:368), the Kuder-Richardson formula 20 is a measure of the homogeneity of the test items, and may be applied to items which elicit more than two categories of response. An analysis of the items in the Item Satisfaction Instrument based on the Kuder-Richardson formula revealed a reliability coefficient of .94.

Robinson and Shaver (1975) reported that the internal consistency coefficient for the Internal-External Locus of Control Instrument was found to be .70. The Locus of Control Instrument has provided consistent and moderately high measures of test-retest reliability, ranging from .65 to .70 (Joe, 1971: Runyon, 1973).

VALIDITY

Content Validity

The representativeness of the content to the domain of interest was assessed by graduate students, principals and interested researchers in the area. Judgments, opinions and suggestions for improvement were provided for both the

Overall Satisfaction and Item Satisfaction Instruments.

Construct Validity of the Overall Satisfaction Instrument

Originally the measure of overall job satisfaction was to be the mean score of the four items in the Overall Satisfaction Instrument. After an examination of the intercorrelation of the four variables, the plan was abandoned. The correlation between Item 1, Satisfaction With School Effectiveness, and each of the other three variables in the instrument was low, and accounted for less than seven percent of the common variance of the measures (see Table 3).

The calculation of the mean score was intended as a way of arriving at a single measure of overall job satisfaction. However, Porter and Lawler (1968:43) argued that the use of a global measure would yield a reasonable approximation of what would be obtained by some composite of the ratings. It was therefore decided that Item 4, Your Overall Satisfaction With Your Job, should be used for further analyses. The relationship between this variable and the mean score of the four items was both significant and important ($r = .84$). The extent of satisfaction with each of the four items in the Overall Satisfaction Instrument has been reported in Sub-Problem 1.1. In addition, the three discarded items are used as separate items during further analyses which are reported in Problem 5.

Table 3

Product-Moment Correlations Between Variables of Overall Satisfaction (N = 327)

Variables	1	2	3	4
1. School Effectiveness				
2. Social Relationships	.23			
3. Use of Abilities	.20	.35		
4. Overall Satisfaction	.26	.42	.69	
Mean Score	.56	.68	.81	.84

All correlations are significantly different from zero beyond the .05 level.

Construct Validity of the Item Satisfaction Instrument

The use of internal consistency measures is one method of checking construct validity (Guilford & Fruchter, 1973). The results of the factor analysis performed on the 45 items in the Item Satisfaction Instrument, are reported in Chapter 5.

Validity of Internal-External Control Instrument

Robinson and Shaver (1975:229) noted that over 50 percent of the internal-external Locus of Control investigations have employed the Rotter (1966) scale and added that "Rotter's scale is still to be recommended as a measure of generalized I-E expectancy." Joe (1971) reported that the I-E scale has good discriminant validity as indicated by low correlations with variables such as intelligence, social desirability and political affiliation. According to both Lefcourt (1966) and Joe (1971), the scale has been validated in many experimental situations.

SUMMARY

Data were collected with a questionnaire, Sources of Principal Satisfaction which measured both overall job satisfaction and satisfaction with aspects of the job. The instrument was arranged into five sections, namely personal characteristics, overall satisfaction, internal-external Locus of Control, item satisfaction and sources of job attitudes. The first section, personal characteristics, included the Budget Decision Scale developed for this study. The Rotter Scale was used to measure Locus of Control. For both overall job satisfaction and item satisfaction, respondents were asked to rate the extent of their satisfaction on a six-point Likert-type scale.

A panel of graduate students in educational administration reviewed the questionnaire which was then pilot-tested with 24 Edmonton and District principals before being distributed throughout the province to a stratified random sample of 410 principals. The questionnaire was anonymous and was identified only in terms of type of employing authority by color-coding. A total of 350 returns (85.4 percent) was received, of which 327 were usable.

Information derived from respondents in Section E of the questionnaire where they personally identified sources of their job attitudes, was treated by content analysis. Twenty categories were developed by the researcher and an independent coder for grouping sources of satisfaction and dissatisfaction. The coding was undertaken by the researcher and the reliability of the researcher's own coding over time was also treated by a second recoding after a period of two months. In this, an agreement level of 94.8 percent was achieved.

Data obtained in the questionnaire were analyzed using seven major statistical techniques, namely Chi Square followed by calculation of the Phi coefficient and Contingency coefficient, Pearson product-moment correlations, Factor Analysis, Factor Scores, F Tests and t Tests, and Stepwise Multiple Regression. As a measure of overall job satisfaction, one item, Item 4, of the Overall Satisfaction Instrument was used.

CHAPTER 4

PROFILE OF RESPONDENTS

The purpose of this chapter is to report the characteristics of the sample population of 327 principals in the Province of Alberta upon which this study was based. The characteristics were classified into four sections: personal characteristics, social characteristics, professional characteristics, and organizational characteristics.

COMPARISON OF RESPONDENT ADMINISTRATIVE ASSIGNMENT WITH FREQUENCY OF CATEGORIES OF SCHOOLS IN ALBERTA

School and Teacher Statistics, 1976-77, produced by Alberta Education, indicated that there were 1449 public, separate and private schools operating in Alberta. Of these, 330 (22.8 percent) offered high school instruction, 504 (34.8 percent) offered instruction in which either grade eight or grade nine was the highest grade, and 615 (42.4 percent) offered elementary-based instruction.

An examination of Table 4 revealed that there were no marked differences between the Provincial statistics for categories of schools in Alberta and the respondents' administrative assignments. The three percent variation between the categories of schools offering high school instruction, is related to the inclusion of private schools

Table 4

Number of Schools by Category

	Dept of Edn*		Sample	
	f	%	f	%
Elementary-based Instruction	615	42.4	143	43.7
Grades 8 or 9 Highest Level	504	34.8	119	36.4
High School (Grades 10-12 Highest Level)	330	22.8	65	19.9
Totals	1449		327	

* Source: School and Teacher Statistics, 1976-77.

in the Provincial figures. Private schools, which have been omitted from this study, generally provide some high school instruction. The sample would appear to approximate closely the Provincial figures. Therefore, on the variable, administrative assignment, the sample used in the study appears to be quite representative of principals in the Province of Alberta.

PERSONAL CHARACTERISTICS

The frequency and distribution of personal characteristics of respondents are reported in Table 5.

Age

Approximately forty-three percent were under 40 years, thirty-three percent were 40-49, and twenty-four percent were 50 and over.

Sex

The ratio of males to females was approximately 9 to 1. Of the respondents, 90.8 percent were males, and 9.2 percent were females.

Locus of Control

Locus of Control was measured with Rotter's (1966) instrument. Usable returns were received from 316 principals. The internal-external score was assessed for each respondent,

Table 5

Frequency and Percentage Distribution of Personal Characteristics of Respondents

Characteristics	Total f	%
Age		
Under 40	142	43.4
40-49	108	33.0
50 and over	77	23.6
Sex		
Female	30	9.2
Male	297	90.8
Locus of Control (N = 316)		
Median Split		
Internal	163	51.6
External	153	48.4
Standard Deviation Split		
Internal	39	12.3
Intermediate	228	72.2
External	49	15.5

with 0 representing maximum internality and 23 maximum externality. Scores ranged from 0 to 20 with the mean, 6.62, and the standard deviation, 3.74. To facilitate further analyses, the group was divided using

(a) the method of Rotter (1966), Median Split, and

(b) the method of Runyon (1973), Standard Deviation Split.

Median split. The group was split at the Median, 6.4, so that there were 163 in the Internal category and 153 in the External.

Standard deviation split. Runyon (1973) developed three categories in the following manner: Internal, one standard deviation below the mean, External, one standard deviation above the mean, and Intermediate, between one standard deviation above and below the mean. Each respondent was placed in one of three categories. The Internal category, with a range of 0-2 and mean of 1.49, contained 39 respondents; the External group, with a range of 11-20 and mean of 13.08, contained 49 respondents; and the Intermediate group, with a range of 3-10 and mean of 6.11, contained 228 respondents.

SOCIAL CHARACTERISTICS

The frequency and distribution of social characteristics of respondents are reported in Tables 6 and 7.

Table 6

Frequency and Percentage Distribution of Social Characteristics of Respondents

Characteristics	Female n = 30		Male n = 297		Total N = 327	
	f	%	f	%	f	%
Marital Status						
Married	18	60.0	286	96.3	304	93.0
Not Married	12	40.0	11	3.7	23	7.0
Spouse Works Full-Time						
Yes	11	61.1	88	30.8	99	32.6
No	7	38.9	198	69.2	205	67.4
Full-Time Working Spouse Employed as an Educator						
Yes	1	9.1	54	61.4	55	55.6
No	10	90.9	34	38.6	44	44.4

Table 7

Frequency and Percentage Distribution of Social Characteristics of Respondents

Characteristics	Total	
	N = 327	
	f	%
Community Setting		
City	151	46.2
Rural	92	~~28~~.1
Town	84	25.7

Marital Status

Approximately 93 percent of the respondents were married. Of the thirty female principals, 60 percent were married as compared with 96.3 percent of male principals.

Employment Status of Spouse

In the sample, approximately one third of the respondents indicated that their spouse worked full-time. Just over half of these respondents, 55.6 percent, reported that their spouse was an educator.

Community Setting

The respondents were located in communities which range from major cities, small cities, counties, semi-rural small towns to remote rural districts. From Table 7, it can be noted that approximately 46.2 percent of respondents indicated that the community setting of their school was "city", while 28.1 percent stated "rural" and 25.7 percent "town".

PROFESSIONAL CHARACTERISTICS

The frequency and distribution of professional characteristics of respondents are reported in Tables 8 and 9.

Number of Years of Administrative Experience

Respondents indicated the number of years of admini-

Table 8

Frequency and Percentage Distribution of Professional Characteristics of Respondents - Years of Administrative Experience

Number of Years	Present School f	Present School %	Present System f	Present System %	Career f	Career %
1	81	24.8	50	15.3	42	12.8
2 - 4	117	35.8	90	27.5	77	23.5
5 - 9	73	22.3	93	28.4	90	27.5
10 - 19	52	15.9	77	23.5	86	26.3
20+	4	1.2	17	5.2	32	9.8

Table 9

Frequency and Percentage Distribution of Professional Characteristics of Respondents

Characteristics	f	%
Highest Attained Level of Formal Education		
a) Years of Post-Secondary Education		
4 years	128	39.2
5 years	89	27.2
6 years	110	33.6
b) Graduate Courses in Educational Administration		
No graduate courses	128	39.1
Some graduate courses	95	29.1
Diploma	56	17.1
Master's Degree and Ph.D.	48	14.7
Involvement in Professional and Community Activities		
a) Sponsored by Council on School Administration		
0	105	32.1
1	79	24.2
2	84	25.7
3 or more	59	18.1
b) Membership in Community Organizations		
1 - 3	158	48.3
4 - 6	143	43.7
7 - 9	26	8.0

strative experience for their career, the present school and present employing system. Categories were 1 year, 2-4 years, 5-9 years, 10-19 years and 20 and more years. The frequency and distribution of respondents by experience are reported in Table 8.

Present school experience. Almost a quarter of respondents, 24.8 percent, were in their first year as principal of their present school. Of this group of 81 respondents, 42 were in their first appointment as a principal while 39 were in their first year of a new appointment. Respondents who had been in their present school more than one year but less than five years, comprised the most frequently reported category and accounted for 35.8 percent of the sample. In all, 60.6 percent of principals were in their first five years of employment in their present school. Of other respondents, 22.3 percent had five years but not more than ten years in their present school, 15.9 percent had between ten and nineteen years and 1.2 percent had been in their present schools twenty and more years.

Experience in present employing system. Of all respondents, 15.3 percent were in their first year in their present jurisdiction, while 42.8 percent were in their first five years. Of the remaining respondents, 28.4 percent had been with their present jurisdiction from five to nine years, 23.5 percent for ten to nineteen years, and 5.2 percent twenty and more years.

Career experience. Total experience in administration of the respondents was as following: one year, 12.8 percent; two to four years, 23.5 percent; five to nine years, 27.5 percent; ten to nineteen years, 26.3 percent; and twenty and more years, 9.8 percent.

Highest Attained Level of Formal Education

Two measures were used to ascertain highest attained level of formal education:

(a) number of completed years of post-secondary education as assessed for salary purposes.

(b) number of graduate courses completed in Educational Administration.

The frequency and distribution of respondents is reported in Table 9.

Years of post-secondary education. The years of post-secondary education for principals in Alberta was four years, 39.2 percent; five years, 27.2 percent; and six years, 33.6 percent.

Graduate courses in educational administration. Of all respondents, 60.9 percent have reported the completion of formal courses in Educational Administration. Of these, 14.7 percent have achieved a Master's Degree in Educational

Administration or higher, 17.1 percent have earned a Diploma in Educational Administration, and 29.1 percent have taken some graduate courses in Educational Administration, either as part of a Master's Degree in another area or as the commencement of graduate studies. The remainder, 39.1 percent, have taken no graduate courses in Educational Administration.

Involvement in Professional and Community Activities

Two measures have been used to ascertain the amount of involvement by respondents in professional and community activities:

(a) participation in activities sponsored by the Council on School Administration, and
(b) memberships in community organizations.

Figures for respondents concerning their involvement are reported in Table 9.

Administration-related activities. Almost a third of principals, 32.1 percent, have not attended any activities sponsored by the Council on School Administration in the past two years. Other respondents have indicated their involvement during this period as one activity, 24.2 percent; two activities, 25.7 percent; and three or more, 18.1 percent.

Memberships in community organizations. Almost half of the respondents, 48.3 percent, indicated that they belonged to fewer than three organizations. The reported involvement of respondents in four to six organizations, and in seven or more, was 43.7 percent and 8.0 percent respectively.

ORGANIZATIONAL CHARACTERISTICS

The frequencies of organizational characteristics of respondents are reported in Table 10.

Present Employing Authority

The sample contained a proportional representation of principals from each type of administrative unit in Alberta. Principals of public schools comprised 91.4 percent of the sample while separate school principals accounted for 18.6 percent. The public school respondents in the sample were located in Counties, 25.7 percent; City Districts, 25.4 percent; School Divisions, 20.8 percent; and Rural Districts, 9.5 percent. Calgary provided 14.7 percent of the City District respondents, and Edmonton, 10.7 percent. Separate school respondents who composed 18.6 percent of the sample, were located in the major cities, Calgary and Edmonton, 11.9 percent, and in rural areas, 6.7 percent.

Administrative Assignment

The percentage of respondents who indicated that their administrative assignment was solely concerned with

Table 10

Frequency and Percentage of Organizational Characteristics of Respondents

	Total N = 327	
	f	%
Present Employing Authority		
Public: Counties	84	25.7
City - Edmonton	35	10.7
City - Calgary	48	14.7
School Divisions	68	20.8
Districts	31	9.5
Separate: Cities	39	11.9
Others	22	6.7
Administrative Assignment		
Highest Grade Level		
Elementary	143	43.7
Junior High	119	36.4
Senior High	65	19.8
School Size: Number of Teachers		
Small (1-4)	38	11.6
5 - 19	171	52.3
20 - 39	103	31.5
Large (over 40)	15	4.6
Teaching Assignment		
No	62	19.0
Yes	265	81.0
Amount of Teaching		
Low 0 - 5 hours	117	35.8
Medium 6 - 10 hours	69	21.1
High 11 or more hours	141	43.1
Budget Decision Scale		
Centralized 0-1	75	22.9
Intermediate 2-3	116	35.4
Decentralized 4-5	136	41.6

elementary students accounted for 43.7 percent of the sample. Of the remainder of respondents, 36.4 percent were principals of schools in which one of the junior high grades was the highest grade and 19.8 percent were principals of schools offering high school instruction.

Organizational Size

The measure for organizational size was the number of full-time equivalent certificated teachers in the school, including the Principal and Vice-Principal(s). Small schools with less than five teachers composed 11.6 percent of the sample while large schools with forty or more teachers, accounted for 4.6 percent. Schools with five to nineteen teachers comprised 52.3 percent and schools with twenty to thirty-nine teachers, 31.5 percent.

Teaching Assignment

Of all respondents, 81 percent stated they have a regular teaching assignment. Among respondents, 35.8 percent who taught less than five hours per week, comprised the low teaching load group, 21.1 percent who taught from six to ten hours composed the medium workload group, and 43.1 percent who taught more than ten hours per week, provided the high workload group.

Budget Decision Scale

Respondents identified from a list of five budget items, those for which they have submitted budget estimates to Central Office. The range of scores was from 0 to 5, with 5 being the score for decentralization. On the basis of scores on this scale, 22.9 percent of respondents who submitted budget estimates on no more than one item, were considered to be principals in centralized school systems, and 41.6 percent of respondents who submitted budget estimates on four or five items, were considered to be principals in decentralized school systems. The remaining 35.4 percent of respondents who submitted budget estimates on two or three items, composed the Intermediate group.

SUMMARY

The personal, social, professional and organizational characteristics of the sample of principals were described in this chapter. Variables and categories outlined in the chapter were used for further analyses of the data in Chapters 5 through 7.

Overall on personal characteristics, 43 percent of principals were under 40 years, and 91 percent were males. The mean of the group for Locus of Control was 6.62 with a standard deviation of 3.74. For further analyses using Locus of Control, two groupings of the data were undertaken. Firstly, the group was split at the median into two categories, and secondly, the group was split into three categories with the cut-off points being one standard deviation above and below the mean.

An examination of the social characteristics revealed that 93 percent of principals were married, and that approximately one third of these indicated that their spouse worked full-time. Just over half of the spouses who worked full-time were employed as educators. Almost half of the respondents were located in the city, while the remainder were equally distributed between the town and rural categories.

Three professional variables were employed in the study, educational level, experience and involvement. Approximately a third of respondents were grouped within each of the three categories of years of assessed post-secondary education, 4 years, 5 years and 6 years. In addition, approximately 60 percent of respondents had completed some graduate work in educational administration with at least half of this number having earned a graduate diploma or Master's Degree and higher. Approximately one in eight of all respondents was in the extreme career experience groups, of first year career experience or more than 20 years' career experience. A quarter of respondents were grouped within each of the categories, 2-4 years, 5-9 years, and 10-19 years. On Involvement, almost sixty percent of respondents had attended fewer than two activities sponsored by the Council on School Administration in the past two years while just under fifty percent had memberships in fewer than three community organizations.

Respondents were classified on five organizational variables. The sample was representative of the distribution of principals in the Province of Alberta for type of employing authority and administrative assignment. Approximately half of the respondents were principals of schools with 5-19 teachers, and thirty percent were principals of schools with 20-39 teachers. The sample included approximately 10 percent of principals from small schools (1-4 teachers) and 5 percent from large schools (over 40 teachers). Approximately a third of the principals taught less than five hours per week while over forty percent taught eleven or more hours per week. When categorized according to the Budget Decision Scale, approximately 20 percent were in centralized school systems and 40 percent were in decentralized school systems.

CHAPTER 5

ANALYSIS OF THE DATA: WORK VARIABLES RELATED TO JOB SATISFACTION

Problems presented in this chapter and in subsequent chapters follow the order established in the statement of problems outlined in Chapter 1. In this chapter, statistical analyses are reported concerning the extent of overall job satisfaction, identification of sources of overall job satisfaction (Problem 1), the extent of satisfaction with satisfaction items, the identification of satisfaction factors, and the contribution of satisfaction factors to overall job satisfaction (Problem 2).

The focus in Chapter 6 is on differences between groups of principals classified according to individual variables on overall job satisfaction and on each of the satisfaction factors. In Chapter 7, further investigations are reported of the relationships that exist between overall job satisfaction, satisfaction factors, and individual variables.

PROBLEM 1: OVERALL JOB SATISFACTION

Sub-Problem 1.1

"To what extent do principals experience overall job satisfaction?"

For analysis, the response categories were collapsed into a dichotomous "satisfaction/dissatisfaction" scale. Matell and Jacoby (1971:657) found that the conversion of a multi-stepped scale to a dichotomous scale did not significantly reduce either reliability or validity. On each item, more than ninety percent of respondents indicated that they were satisfied. The mean scores were found to approximate the value of the response category, Moderately Satisfied. The lowest mean was observed for the item, Use of Abilities. The percentage frequency distributions of responses for each of the four overall satisfaction items are presented in Table 11 which includes the percentage frequency distributions for the six response categories, the percentage satisfied (assessed by collapsing categories 4-6) and the mean score for each of the four items.

Overall satisfaction item correlations. The four items of overall satisfaction were correlated with each of the 45 items in the Item Satisfaction Instrument. Pearson product-moment correlation coefficients, greater than .35 are reported for each of the four items. All correlations were significant at the .05 level.

In descending order, the magnitude of correlations between Item 4, Overall Job Satisfaction and satisfaction with individual items, were:

Sense of accomplishment, r = .54

Accountability for success of school programs, r = .44

Table 11

Percentage Frequency Distribution of Responses to Overall Job Satisfaction Items
(N = 327)

Overall Job Satisfaction	Percentage of Responses						Percentage Satisfied	Means
	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied		
School Effectiveness	31.2	57.5	8.3	1.8	0.6	0.6	97.0	5.15
Social Relationships	30.3	50.7	14.7	4.0	0.0	0.3	95.7	5.06
Overall Job Satisfaction	28.4	56.6	9.8	2.8	1.2	1.2	94.8	5.05
Use of Abilities	30.6	45.9	16.2	5.2	1.2	0.9	92.7	4.97

Responsibility of principal's position, r = .42

Authority of an administrative position, r = .41

Recognition by others, r = .37.

Pearson product-moment coefficients greater than .35 between Item 1, Satisfaction with School Effectiveness, and satisfaction with individual items, were:

Attitudes of staff towards curriculum change, r = .36

Pearson product-moment coefficients greater than .35 between Item 2, Satisfaction with Social Relationships, and satisfaction with individual items, were:

Relationships with teachers, r = .57

Willingness of teachers to accept principal initiated change, r = .47

Staff competence, r = .40.

Pearson product-moment coefficients greater than .35 between Item 3, Use of Abilities, and satisfaction with individual items, were:

Sense of accomplishment, r = .45

Responsibility of position, r = .40

Freedom to allocate teaching assignment, r = .39

Principal's accountability, r = .38

Freedom to organize for individual differences, r = .38

Freedom to seek out new ideas, r = .37.

Sub-Problem 1.2

"Which facets of the job are personally selected by principals as leading to their overall satisfaction and overall dissatisfaction with the job."

In Section E of the questionnaire, principals were requested to personally identify two facets of the job leading to their overall satisfaction and two facets leading to their overall dissatisfaction with the job. The procedures used in the content analysis of the responses and category definitions were reported in Chapter 3.

Facets contributing to overall satisfaction. The five most commonly reported facets of the job contributing to overall satisfaction were Relationships with Teachers (30.1 percent), Sense of Accomplishment (28.5 percent), Responsibility (26 percent), Interpersonal Relationships in the Work Environment (24.7 percent), and Autonomy (22.4 percent). The next most frequently mentioned facets were Student Attitudes and Performance (16.3 percent), Challenge of Work (13.1 percent), Recognition and Status (9.0 percent), Importance of the Work (7.7 percent), Relationships with Parents (7.1 percent), Relationships with Central Office (3.5 percent), Administration and Policies (3.2 percent), Self-Development and Talent Utilization (2.2 percent), Pay and Benefits (1.9 percent), and Physical Context (1.6 percent). The frequency and percentage distribution for the facets identified as contributing to overall satisfaction are reported in Table 12.

Table 12

Frequency and Percentage Distribution of Facets Personally Identified by Respondents as Contributing Most to Overall Satisfaction With the Principalship (N = 312)*

Facet	Frequency	Percentage
Relationships with Teachers	94	30.1
Sense of Accomplishment	89	28.5
Responsibility	81	26.0
Interpersonal Relationships in the Work Environment	77	24.7
Autonomy	70	22.4
Student Attitudes and Performance	51	16.3
Challenge of Work	41	13.1
Recognition and Status	28	9.0
Importance of the Work	24	7.7
Relationships with Parents	22	7.1
Relationships with Central Office	11	3.5
Administration and Policies	10	3.2
Self-Development and Talent Utilization	7	2.2
Pay and Benefits	6	1.9
Physical Context	5	1.6
Totals	616	

* This means that 312 of 327 respondents named one or more facets contributing to their overall satisfaction.

Insights into sources of overall satisfaction. Respondents' comments provided further insights into sources of overall satisfaction.

Sense of Accomplishment

Some comments were related to a sense of accomplishment.

A city elementary principal indicated that he felt "personal satisfaction in seeing a good school in operation and knowing that you are to a great extent responsible."

A city junior high principal emphasized success in problem solving:

> The creative sense of working out a problem, developing strategies for implementation and seeing it work.

Teachers were mentioned in principals' achievement statements. A city elementary principal identified:

> The feeling of satisfaction that you get when the staff is content and doing a good job of work in the classroom.

Another city elementary principal noted that his satisfaction was derived from the ability to maintain a staff which worked well together and was concerned for each other and the students.

Some statements such as the following, provided by a town junior high principal, linked feelings of achievement to student success:

> A sense of satisfaction in seeing the "growth" in students during their three years in Junior High, gives me a feeling that I am, in fact, accomplishing something after all.

A city elementary principal also noted that he experienced "feelings of achievement at certain times such as when students do well in school or out-of-school activities."

Responsibility

A number of principals referred to the responsibility associated with the position. A city senior high principal derived his overall satisfaction from:

> Responsibility I have. If unhappy with something I have only myself to blame.

A town junior-senior high principal was representative of those satisfied by the "opportunity to structure, organize and develop the total operation of the school program."

Two further examples of satisfaction with responsibility were provided in the following:

A rural elementary principal noted that a source of his overall satisfaction was:

> Having the opportunity to put into operation some of the educational philosophy and teaching approaches that I have felt will be beneficial in promoting quality education,

and a city elementary principal stated that his overall satisfaction was derived from:

> Having the authority and responsibility to effect changes in the educational process which are beneficial to both students and teachers.

Autonomy

Respondents emphasized freedom for independent action and freedom from the interference by outside authorities. Personal freedom featured in the comments of a town elementary-junior high principal:

> We are given almost complete freedom to carry out ideas and plans that have been discussed and agreed upon within our staff.

A town elementary principal favored:

> Limited restraints in curriculum and program planning - I like to make these decisions at the school level.

A rural elementary school principal further commented on:

> Flexibility of time scheduling in making myself available to assist in curriculum design and professional development.

Freedom from outside interference featured in a number of statements. The following, from a rural elementary principal is representative:

> Not too much unwarranted interference by the School Board in day-to-day operation of the school.

A city senior high principal reflected the feelings of many respondents:

> It is a position in which your scope of activity is only limited by a person's energy and imagination.

Relationships with Teachers

A city elementary principal derived satisfaction from the "high degree of professionalism demonstrated by the staff."

A rural junior high principal added that:

> I enjoy the companionship and educational growth associating with staff personnel of the school.

Teachers as a source of satisfaction are also reflected in the following comments of two city elementary-junior high principals:

> The opportunity to work with dedicated, humanistic teachers. There are a great number of fine people in the teaching profession.
>
> Positive interaction with staff in a variety of educational and operational concerns.

Further, a city elementary-junior high principal related his source of overall satisfaction to the attitudes of teachers:

> The co-operation of staff in carrying out activities - whether planned co-operatively or initiated by administration.

Some principals such as one city elementary principal derived satisfaction from "working with staff and students to correct problems and plan programs." In a similar statement, a rural K-12 principal noted that his source of satisfaction was related to "co-operation of people involved - teachers, students, parents and central office."

A city K-9 principal noted:

> The relationship with all individuals, pupils, staff, parents, administration, is usually positive and satisfying.

A city elementary principal summed up the sources of satisfying feelings in this category:

> My relationship with my immediate supervisors (Central Office Personnel) and my relationship with staff and students which enables me to be of service to them and to assist them to meet personal and group expectations.

Facets contributing to overall dissatisfaction. The most commonly mentioned facet personally identified by respondents as contributing to overall dissatisfaction, was Administration and Policies (44.2 percent). This category which was mentioned by almost a half of the respondents as a source of dissatisfaction was related to dissatisfaction with the procedures and practices of central office (18.6

percent), the leadership by and attitudes of the local board (15.5 percent), and the policies and methods of policy implementation (9.4 percent). A related category, Constraints in the Overall System of Educational Administration (18.5 percent) contained references to policies and procedures beyond the local district level.

A second group of categories mentioned by at least a third of all respondents, was related to the tasks of principals, and included Amount of Work (22.4 percent), and Challenge of Work (11.9 percent). Sources of dissatisfaction were also associated with Relationships with Parents (16.8 percent), and Attitudes of Society (16.2 percent).

Other facets mentioned by at least 2 percent of the respondents were Relationships with Teachers (13.9 percent), Physical Context (13.5 percent), Student Attitudes and Performance (8.3 percent), Job-Related Stress (6.9 percent), Supervisory Responsibility (6.6 percent), Autonomy (6.3 percent), Impact on Home Life (4.6 percent), and Pay and Benefits (2.3 percent). The frequencies and percentage distribution for the facets identified as contributing to overall dissatisfaction are reported in Table 13.

Insights into sources of overall dissatisfaction. The following comments by principals amplify the discussion of facets which made the most contribution to overall dissatisfaction. From all available responses, a representative selection has been included for eight facets.

Table 13

Frequency and Percentage Distribution of Facets Personally Identified by Respondents as Contributing Most to Overall Dissatisfaction With the Principalship (N = 303)*

Facet	Frequency	Percentage
Administration and Policies	134	44.2
Amount of Work	68	22.4
Constraints in the Overall System of Educational Administration	56	18.5
Relationships with Parents	51	16.8
Attitudes of Society	49	16.2
Relationships with Teachers	42	13.9
Physical Context	41	13.5
Challenge of Work	36	11.9
Student Attitudes and Performance	25	8.3
Job-Related Stress	21	6.9
Supervisory Responsibility	20	6.6
Autonomy	19	6.3
Impact on Home Life	14	4.6
Pay and Benefits	7	2.3
Recognition and Status	5	1.7
Sense of Accomplishment	5	1.7
Self-Development and Talent Utilization	2	0.7
Totals	595	

* This means that 303 of 327 respondents named one or more facets contributing to their overall dissatisfaction.

The principals made a number of comments about aspects of the job which contributed to their overall dissatisfaction. A representative selection of the free responses is included.

Administration and Policies

Principals provided statements which identified the Board, Central Office personnel and district procedures and policies as sources of dissatisfaction. The following examples relate specifically to the Board and local Board members.

Rural elementary-junior high principal:

> Apparent lack of interest by our board member in this school. I wish he would drop in and discuss school with me.

City elementary-junior high principal:

> Board members who become involved in administrative matters. They could serve a more useful purpose dealing with policy matters.

Board procedures were noted in the following examples:

Rural elementary principal:

> Having to comply with questionable board policies without having the opportunity to provide input in the formulation of these policies.

Town elementary principal:

> School Board high handedness in decision-making. They do not request nor want advice from the people they employ.

A city elementary principal criticized:

> The growing trend toward withdrawal of the autonomy enjoyed by individual schools and principals, and the centralization of the powers of decision-making at the district office level.

The superintendent's actions were featured as a source of overall dissatisfaction in some statements.

Town senior high principal:

> Lack of leadership by some superintendents because of poor or weak practical background. Two years experience as an elementary school teacher plus a master's degree in educational administration does not make an educational leader.

City junior high principal:

> A superintendent who pays attention to complaints phoned in by anonymous adults.

City elementary-junior high principal:

> Senior administration has had to expend so much energy with the elected board that they have no time for us out in the field.

Some respondents related their dissatisfaction to changes brought about by central office personnel.

City junior high principal:

> The changes in philosophy and aims of education or in school system policy which occur when central office administrators change. Sometimes younger people come into such positions and they insist on heading into disasters which more experienced people would avoid.

Dissatisfaction with central office procedures was reflected in the following statements.

City senior high principal:

> Very little feedback on the job I am doing.

City elementary-junior high principal:

> Lack of proper communication with central office - little or no consultation yet decisions made which withdraw a tremendous amount of administrative time, teaching and clerical energies from daily teaching tasks.

City elementary principal:

> To be evaluated by people who do not understand children and have never taught elementary grades.

Constraints in the Overall System of Educational Administration

A number of principals referred to aspects of the educational system as sources of dissatisfaction.

A rural K-12 principal described as his source of overall dissatisfaction:

> The apparent indecisiveness of governments at all levels to take a positive stand towards education, i.e. by setting goals and objectives.

In the following two examples, financial restraints were related to dissatisfaction in a number of statements.

A rural K-12 principal:

> Lack of financial support from provincial government, percentage spending on education reduced since 1970.

Town elementary principal:

> The lack of money available to education in general leads to staff frustration and larger teacher-pupil ratios.

Teacher preparation provides an example of a number of educational practices that were identified as sources contributing to overall dissatisfaction.

A city junior high principal stated that:

> Teacher preparation for new teachers is totally inadequate. They either have inborn abilities or none to speak of. The principal spends too much time with the incompetent first year teachers. Obviously, preparation for teaching must be given more attention.

The Challenge of Work and Amount of Work

Many principals described some aspects of their work as sources of dissatisfaction.

City elementary principal:

> Satisfying the bureaucratic demands of a large system, e.g. data processing requirements, attendance forms, questionnaires, etc.

City elementary-junior high principal:

> Continuous escalation of "paper work" which tends to make the principal more of a business manager than an educational leader.

City elementary-junior high principal:

> The increasing time-consuming activities of a business manager. The expectation that principals should be educational leaders is becoming a rather large farce.

The amount of teaching load was a source of dissatisfaction to some principals.

Town elementary-junior high principal:

> The situation that exists when the principal must assume assigned teaching duties - the conflict between operating in these two roles is overwhelming.

Rural elementary-junior high principal:

> Insufficient time provided for overall-supervision of the school program. I teach over 80% of the time, making it impossible to supervise and assist teachers as much as would be ideal.

Town elementary principal:

> The principalship of a small school is very demanding in terms of allocated time to instruction of pupils, preparation, supervision of instruction, administrative tasks, etc.

Other comments relate specifically to job demands.

Town elementary-junior high principal:

> The additional little tasks that are expected by the Board, the teachers and students, and the community. There are not enough hours in a day.

City elementary principal:

> The continually increasing workload and degree of responsibility, without corresponding increases in available human resources.

Relationships with Teachers

The unfavorable and uncooperative attitudes of teachers were sources of dissatisfaction for some principals.

Rural elementary-junior high principal:

> Attitudes of some teachers which causes them to view all administrators and administrative suggestions with suspicion or open opposition.

City junior-senior high principal:

> Teachers' unwillingness to take on tasks not related directly to their classroom teaching.

Rural elementary principal:

> An increase of teachers who no longer look at teaching as a profession demanding some dedication and responsibility. It has become a "job" from 9.00 - 3.30. This type of teacher is difficult to work with.

Relationships with Parents

Three examples of dissatisfaction resulting from parent relationships follow.

Rural elementary-junior high principal:

> Frequency of parental complaints, generally well-intentioned but of a trivial nature, and parent complacency with serious educational concerns.

City elementary principal:

> A large group of parents are apathetic as to what goes on in the school. The few parents who are interested concern themselves with petty little things which waste administrative time and energy.

Rural elementary-junior high principal:

> Frustrations which occasionally occur when parental co-operation is nil.

Attitudes of Society

Many principals expressed dissatisfaction with the attitudes of society towards education and teachers.

Rural K-12 school principal:

> The negative attitudes of society to education - the constant criticisms of education which influence the attitudes of students and teachers in a negative way.

City elementary principal:

> The expectations that the public have of the principal, i.e., they expect that one should be available at any time.

City elementary-junior high principal:

> Derogatory comments on education written by unrealistic individuals and capitalized upon by the media as sensationalism. Constructive criticism is good.

Physical Context

A number of respondents referred to the lack of support staff, the absence of essential materials and the inadequacy of the buildings.

Town elementary-junior high principal:

> We need more staff, more equipment, greater access to consultants in special education, testing, etc.

Town senior high principal:

> The human resources are here. The lack of adequate physical facilities for science, band, drama, physical education, extra-curricular activities mean a loss of efficiency which is frustrating.

Contribution of facets to overall satisfaction and overall dissatisfaction. An analysis was undertaken to determine the relative contribution of each facet to both overall satisfaction and overall dissatisfaction. The

Binomial Test (Siegel, 1956:36) was used to measure the probability of obtaining the observed results. No statistically significant differences between the contribution of a variable to either overall satisfaction and overall dissatisfaction were obtained at the .05 level for five categories, Challenge of Work, Student Attitudes and Performance, Pay and Benefits, Self-Development and Talent Utilization, and Relationships with Central Office. Of the remaining fifteen facets, seven contributed more to overall satisfaction than overall dissatisfaction. Table 14 presents a comparison of each item, distinguishing between its contribution to overall satisfaction and overall dissatisfaction. The two categories which figured most prominently in principals' responses were Administration and Policies, which was a source of overall dissatisfaction and Relationships with Teachers which contributed to both overall satisfaction and overall dissatisfaction. In contrast to the tenets of the two-factor theory, two categories, Relationships with Teachers, and Interpersonal Relationships in the Work environment contributed more to overall satisfaction than overall dissatisfaction.

Two additional analyses of the data were undertaken to assess the relative contribution of facets to overall satisfaction or dissatisfaction. Data were grouped to form two factors, Motivator and Hygiene, in one analysis, and three factors, Intrinsic, Interpersonal and Extrinsic, in the other.

Table 14

Frequency and Percentage of Each Facet Contributing to Overall Satisfaction and Dissatisfaction

Facet	Frequency of Mention			
	As a Satisfier (N = 312)a		As a Dissatisfier (N = 303)a	
	f	%	f	%
Relationships with Teachers	94	30.1[b]	42	13.9
Sense of Accomplishment	89	28.5[b]	5	1.7
Responsibility	81	26.0[b]	20	6.6
Interpersonal Relationships in the Work Environment	77	24.7[b]	-	-
Autonomy	70	22.4[b]	19	6.3
Student Attitudes and Performance	51	16.3	25	8.3
Challenge of Work	41	13.1	36	11.9
Recognition and Status	28	9.0[b]	5	1.7
Importance of the Work	24	7.7[c]	-	-
Relationships with Central Office	11	3.5	-	-
Self-Development and Talent Utilization	7	2.2	2	0.7
Administration and Policies	10	3.2	134	44.2[b]
Amount of Work	-	-	68	22.4[b]
Constraints in Overall System of Ednl Administration	-	-	56	18.5[b]
Relationships with Parents	22	7.1	51	16.8[b]
Attitudes of Society	-	-	49	16.2[b]
Physical Context	5	1.6	41	13.5[b]
Job-Related Stress	-	-	21	6.9[c]
Impact on Home Life	-	-	14	4.6[c]
Pay and Benefits	6	1.9	7	2.3
Totals	616		595	

a This means that 312 and 303 of the 327 respondents named one or more facets contributing to their overall satisfaction or dissatisfaction respectively.

b Differences of percentages between facet's recognition as a satisfier and a dissatisfier were statistically significant at .05 level.

c Differences of percentages between facet's recognition as a satisfier and a dissatisfier were statistically significant at .05 level. However, because these compare frequencies of less than 10 percent with zero percent, the results require cautious interpretation.

In the first analysis, categories 1, 2, 3, 4, 5, 6, 7, 8, and 21 (see Chapter 3) were grouped as a Motivator factor (Herzberg et al., 1959) while the remainder composed a Hygiene factor. The relationship between the two factors in their contribution to satisfaction and dissatisfaction was tested using the chi square statistic. As presented in Table 15, a chi square value of 178.18 was obtained which was significant beyond the .01 level. To examine the strength of the relationship, a Phi coefficient of .38 was calculated. This statistic suggests that the relationship was in the medium-high range in terms of strength (Guilford & Fruchter, 1973; Schmidt, 1976). The Motivator factor contributed more to overall satisfaction than overall dissatisfaction, while the Hygiene factor contributed more to overall satisfaction than overall dissatisfaction.

The data were regrouped to form an Interpersonal Factor that included all facets dealing with relationships with significant others. The Interpersonal Factor was composed of categories 9, 10, 11, 12. 13 and 14 (Chapter 3) while categories 15 through 20 comprised an Extrinsic Factor. The Intrinsic Factor and Herzberg's Motivator Factor of the previous analysis were identical and contained the same categories. The results of the analysis are shown in Table 16. A chi square value of 400.42 was significant below the .01 level. A contingency coefficient of .50 was calculated to test this relationship. DuBois (1965:38) observed that in a 3 X 2 table, C has a maximum value of .707.

Table 15

Relationship of Facets Selected by Respondents to Herzberg's Two-Factor Theory

Characteristic of Two-Factor Theory	Facets Identified by Respondents		Total
	As a Satisfier	As a Dissatisfier	
Motivator	340	108	448
Hygiene	276	487	763
Totals	616	595	1211

Chi Square = 178.18 Degrees of Freedom = 1 p = .00

Phi = .38

Table 16

Relationship of Facets Selected by Respondents to Three Aspects of Satisfaction

Characteristic of Satisfaction Aspects	Facets Identified by Respondents				Total
	As a Satisfier		As a Dissatisfier		
	f	%	f	%	
Intrinsic	340	(55.2)	108	(18.2)	448
Interpersonal	255	(41.4)	167	(28.0)	422
Extrinsic	21	(3.4)	320	(53.8)	341
Totals	616		595		1211

Chi Square - 400.42 Degrees of Freedom = 2 $p = .00$

C = .50

The correlation value of .50 was in the high range in terms of strength. Both Intrinsic and Interpersonal factors contributed more to overall satisfaction than overall dissatisfaction while the Extrinsic factor contributed more to overall dissatisfaction than overall satisfaction. The Intrinsic factor contributed more to overall satisfaction but less to overall dissatisfaction than the Interpersonal factor.

Sub-Problem 1.3

"To what extent do facets of the job personally selected by principals as leading to their overall satisfaction and their overall dissatisfaction, vary in relation to principals' characteristics?"

Data provided by respondents in which they personally identified sources of their overall satisfaction and overall dissatisfaction were grouped for analysis in this Sub-Problem into Motivator and Hygiene factors using the combinations of categories described in Sub-Problem 1.2. In Sub-Problem 1.3, an attempt has been made to ascertain if the two factors of the Motivation-Hygiene Theory vary with personal, social professional and organizational variables in their contribution to overall satisfaction or overall dissatisfaction. In each analysis, the chi square has been computed to determine statistical significance, and the Phi coefficient or Contingency coefficient calculated to index the strength of the association between the variables.

Chi square tests disclosed that there were significant differences among the groups on seven of the variables. Differences on two of these, type of employing authority and career experience, were related to the choice of factors contributing to satisfaction, while differences on five others, community setting, sex, organizational size, marital status, and Locus of Control were related to the choice of factors contributing to dissatisfaction. Reported in Tables 17 and 18, are the results of inter-group comparisons for six of the variables (with the exception of Locus of Control) on which significant differences were obtained. These tables contain the frequencies and percentages for the two-factors in their contribution to either satisfaction or dissatisfaction, a chi square statistic and probability, and a measurement of the association between the variables (Phi coefficient or Contingency coefficient). In each case, the computed chi square was significant beyond .05 level, but the relationship between the demographic variables and choice of two-factors was in the low range in terms of strength.

On Locus of Control, chi square tests of significance revealed that there were no statistically significant differences among the Internal group, the External group and the Intermediate group on the contribution of Motivator and Hygiene factors to overall satisfaction. However, statistically significant differences were found between the Internal group in comparison with both the Intermediate and External groups in personal identification of Motivator and Hygiene

Table 17

Relationship of Individual Characteristics to Choice of Herzberg's Two-Factors As Sources of Satisfaction

		Frequency of Choice								
Variable	Categories	Motivators f	Motivators %	Hygienes f	Hygienes %	Totals	Chi Square	DF	p	Measure of Association
Type of Employing Authority	City A	35	53	31	47	66	13.71	6	.03	C = .15
	City B	43	45.7	51	54.3	94				
	Counties	85	54.8	70	45.2	155				
	Districts	28	45.2	34	54.8	62				
	Divisions	76	59.8	51	40.2	127				
	Separate City	44	60.3	29	39.7	73				
	Separate Others	29	74.4	10	25.6	39				
Career Experience	First year	43	52.4	39	47.6	82	11.79	4	.02	C = .14
	2-4 years	96	64.9	52	35.1	148				
	5-9 years	91	52.9	81	47.6	172				
	10-19 years	85	55.9	67	44.1	152				
	20 and more years	25	40.3	37	59.7	62				
Totals		340	55.2	276	44.8	616				

Table 18

Relationship of Individual Characteristics to Choice of Herzberg's Two-Factors As Sources of Dissatisfaction

Variable	Categories	Frequency of Choice				Totals	Chi Square	DF	p	Measure of Association
		Motivators		Hygienes						
		f	%	f	%					
Sex	Female	18	33.3	36	66.7	54	8.12	1	.00	Phi = .12
	Male	90	16.6	451	83.4	541				
Community Setting	Rural	28	17.1	136	82.9	164	12.12	2	.00	C = .14
	Town	15	9.9	137	90.1	152				
	City	65	23.3	214	76.7	279				
Marital Status	Married	95	17.2	458	82.8	553	4.98	1	.03	Phi = .09
	Not Married	13	31.0	29	69.0	42				
Organizational Size	Small (1-4)	14	21.2	52	78.8	66	9.03	3	.03	C = .12
	5-19	53	17.2	256	82.8	309				
	20-39	30	15.7	161	84.3	191				
	Large -(40+)	11	37.9	18	62.1	29				
Totals		108	18.2	487	81.8	595				

factors contributing to overall dissatisfaction with the job. No difference was found between the External group and the Intermediate group. On only one category was there a difference between the Internal, the Intermediate and the External groups with a range of more than 10 percent. This category, Administration and Policies, was selected as a source of dissatisfaction by 59 percent of the Internal group, which was higher than 40.2 percent of the Intermediate group and 49 percent of the External group.

In comparing the Internal and External groups, 8.6 percent of the Internal group identified Motivator factors as contributing to their overall dissatisfaction whereas 25.5 percent of the External group did likewise. There is a tendency for the Internal group to focus almost entirely on Hygiene factors as sources of dissatisfaction while the External group identify Motivator factors more frequently as sources of their dissatisfaction. Table 19 presents the comparison between the Internal, and the External groups, the chi square statistic, the associated probability and the associated Phi coefficient.

PROBLEM 2: ITEM SATISFACTION

Sub-Problem 2.1

"Which items of the job contribute to principals' job satisfaction?"

Table 19

Relationship of Internal-External Locus of Control to Choice of Herzberg's Two-Factors As Sources of Dissatisfaction

Locus of Control	(Frequency of Choice) Motivators	Hygienes	Chi Square	DF	p	Measure of Association
Internal	6	64	7.72	1	.01	Phi = .22
External	24	70				
Internal	6	64	3.92	1	.05	Phi = .08
Intermediate	78	353				
External	24	70	2.73	1	.10	Phi = .07
Intermediate	78	353				
Internal	6	64	7.77	2	.02	C = .11
Intermediate	78	353				
External	24	70				

Data used in the assessment of the extent of item satisfaction and in the determination of satisfaction factors were obtained from responses to the 45 items included in the questionnaire in Section D, Item Satisfaction.

Overall Distribution of Responses to Satisfaction Items

The response categories for each of the 45 items were collapsed to a dichotomous "satisfaction/dissatisfaction" scale. Table 20 presents the 11 items for which more than 90 percent of respondents indicated that they were satisfied. The percentage satisfied with remaining items was:

between 80-89 percent satisfied - 14 items
between 70-79 percent satisfied - 11 items
between 60-69 percent satisfied - 5 items
between 50-59 percent satisfied - 3 items
44 percent satisfied - 1 item.

The percentage frequency distribution for the six response categories, the percentage satisfied (assessed by collapsing categories 4-6) and the mean score for each of the forty-five items, are included in Appendix C. The two items with the highest mean satisfaction levels involved relationships with teachers and students, while the lowest mean satisfaction level related to consultation between the board and teachers concerning working conditions.

Factor analysis of the item satisfaction instrument. The data were factor analyzed, using varimax rotation (Harman,

Table 20

Eleven Items for which the Highest Percentages of Satisfactions were Obtained

Item	Percentage Satisfied	Mean
Your relationships with teachers	97.9	5.24
Your relationships with students	96.6	5.21
Your social position in the community	94.2	4.91
The consequences of participative staff decisions	93.3	4.86
The competence of your staff in coping with day-to-day problems	93.0	4.98
Your sense of accomplishment as an administrator	92.7	4.77
The willingness of teachers to adopt a principal-initiated innovation	92.0	4.91
General attitudes of students towards staff	92.0	4.84
Provisions for sick leave	91.4	4.94
Your freedom to seek out new ideas and introduce them into the school program	91.4	4.90
Responsibility associated with the principal's position	90.5	4.86

1960) and an eight factor solution provided the greatest degree of meaning. Table 21 contains the factors and factor loadings for the 45 items. For each factor, those items with loadings of .40 and greater have been used in factor interpretation. Two items, Your sense of accomplishment, and Your physical working conditions, loaded on more than one factor while another two items, Opportunities for useful in-service education for you, and Provision of custodial and maintenance services for your school, did not load at or above the .40 level on any of the eight factors. The eight factor solution accounted for 56.53 percent of total variance.

The eight factors are described below:

Factor 1. Liaison at District Level related to the interface between the principal and district administration. The principal's attitudes towards central office are related to his participation in the development of district policies and his reaction to procedures adopted for district policy implementation. A realistic appraisal of the nature of the principalship and an understanding of the problems facing principals foster the relationships between principals, and the board and central office.

Factor 2. Principal-Teacher Work Involvement refers to the interaction in the work environment between the principal and teachers. The co-operative attitudes of teachers, the quality of their services and interpersonal relationships with the principal are the main features of

Table 21

Varimax Factor Solution for 45 Satisfaction Variables
Using Eight Factors

Satisfaction Item	Factors and Factor Loadings (÷ 100)								Communality (÷ 100)
	1 Liaison at District Level	2 Principal-Teacher Work Involvement	3 Responsibility and Autonomy	4 Status Recognition	5 Task Demands	6 Salary and Benefits	7 Resource Adequacy	8 Rapport with Students	
Method used to implement system policies	80	08	14	15	12	01	03	01	70
Involvement in system decision-making	76	08	24	13	13	-06	01	03	69
Board expectations for you	74	-01	23	15	20	02	-02	09	68
Consultation about working conditions	73	10	-10	09	-02	17	30	-06	68
Relationships with central office	58	01	36	10	13	-11	-00	09	52
Evaluation of principals	55	-02	34	21	13	17	-14	09	53
Suspension and expulsion procedures	52	05	-09	-00	17	20	09	39	51
Availability of useful advice	52	07	35	21	11	-02	09	17	49
Collective bargaining procedures	49	24	-07	-07	-03	36	28	06	52
Authority of an administrative position	43	14	29	29	29	07	-07	23	52
Staff competence in handling day-to-day problems	-01	76	05	15	00	05	16	08	63
Teacher willingness to adopt principal initiated innovations	-02	74	13	08	09	16	-08	09	62
Relationships with teachers	01	71	12	13	02	07	-00	26	61
Staff attitudes towards curriculum change	22	70	10	07	14	04	18	-04	61
Consequences of participative staff decisions	10	63	36	25	10	09	-01	13	63
Opportunity to help teachers solve professional problems	04	44	19	10	38	19	-01	17	45

Table 21 (cont)

Satisfaction Item	Factors and Factor Loadings (÷ 100)								Communality (÷ 100)
	1 Liaison at District Level	2 Principal-Teacher Work Involvement	3 Responsibility and Autonomy	4 Status Recognition	5 Task Demands	6 Salary and Benefits	7 Resource Adequacy	8 Rapport with Students	
Freedom to seek out and introduce new ideas	17	20	65	12	03	09	16	24	59
Freedom to allocate teaching assignments	31	31	61	-05	21	03	12	10	63
Authority over budget preparation	27	10	55	14	-00	09	28	-13	50
Accountability for school program	38	29	51	09	11	19	12	09	57
Responsibility of the principalship	25	22	50	24	32	08	-02	19	56
Freedom to organize for student individual differences	10	26	47	03	23	05	28	26	50
Sense of achievement	14	23	43	42	31	09	-07	23	60
Recognition by members of other professions	33	23	-01	69	11	06	14	02	67
Social position in the community	24	11	23	65	02	24	01	10	62
Recognition by others	19	14	25	62	20	26	-05	11	63
Attitudes of parents to education	04	16	-01	58	04	16	29	28	55
Amount of time required for operational duties	27	03	02	-02	68	22	31	13	69
Number of hours a principal is expected to work	21	14	14	09	66	34	10	08	66
The variety of tasks in the regular workload	25	10	18	39	56	-04	12	08	60
Effect of job on personal or family life	12	24	12	34	55	14	13	11	55
Availability of clerical personnel	35	04	16	-13	46	01	38	-11	53
Physical working conditions	03	06	21	09	44	08	52	-06	53

Table 21 (cont)

Satisfaction Item	Factors and Factor Loadings (÷ 100)								Communality (÷ 100)
	1 Liaison at District Level	2 Principal-Teacher Work Involvement	3 Responsibility and Autonomy	4 Status Recognition	5 Task Demands	6 Salary and Benefits	7 Resource Adequacy	8 Rapport with Students	
Retirement benefits	00	08	02	16	14	70	-04	01	54
Sabbatical leave	-01	13	07	06	16	65	16	04	50
Salary	17	14	-01	17	13	63	10	03	50
Sick leave	04	01	27	16	-05	61	19	17	54
Availability of library resources	-07	-09	23	08	20	16	67	16	60
Availability of community facilities	11	10	10	38	04	15	61	-01	58
Availability of counselling services	18	22	05	-06	14	10	51	21	41
Relationships with students	05	13	25	12	03	09	01	73	63
Attitudes of students towards staff	10	32	22	13	09	04	10	62	58
Methods of reporting to parents	29	10	-03	22	14	03	18	44	39
Opportunities for inservice education	38	03	34	26	17	10	19	04	40
Provision of custodial and maintenance services	05	33	26	-17	12	30	21	-16	38
Eigen values	12.62	3.18	2.35	1.89	1.60	1.32	1.20	1.20	
Percentage of total variance	11.65	8.36	7.80	6.66	6.41	5.76	5.36	4.53	
Percentage of common variance	20.62	14.79	13.80	11.78	11.35	10.18	9.48	8.01	

work interaction.

Factor 3. Responsibility and Autonomy related to the nature of the principal's work in the school. As an educational leader, he has opportunity for independent action which affects the instructional program of the school. The characteristics of the position include authority, responsibility and accountability.

Factor 4. Status Recognition is associated with the occupational status and prestige of the principalship. The principal has achieved a position of prestige in the community and is recognized by others, including parents and members of other professions.

Factor 5. Task Demands relates to the workload of the principal, and to the nature of the job he performs. The principal's job feelings are associated with his perceptions of the balance both between the professional and managerial aspects of his work, and with the amount of variety he experiences in his job. The time taken to complete the various job activities may require that additional amount of time be provided outside of school hours and at the expense of personal and family life.

Factor 6. Salary and Benefits refers to the compensation available on the job - retirement benefits, sabbatical leave, salary and sick leave.

Factor 7. Resource Adequacy is related to the adequacy and availability of staff, facilities and materials.

Factor 8. Rapport with Students reflects the principal's relationships with students and an evaluation of the interaction between students and teachers in the school environment.

Sub-Problem 2.2

"Which satisfaction factors are the best predictors of overall job satisfaction?"

Eight factors were identified in Sub-Problem 2.1, Liaison at District Level, Principal-Teacher Work Involvement, Responsibility and Autonomy, Status Recognition, Task Demands, Salary and Benefits, Resource Adequacy, and Rapport with Students. These eight variables were used in stepwise regression analysis to determine the best predictors of the criterion variable, overall job satisfaction. The results of this analysis are summarized in Table 22. This table shows the criterion variable, overall job satisfaction, the eight predictor variables, the significance of the predictor variables, the percentage of variance accounted for by each predictor variable, and the cumulative percentage of variance accounted for by each predictor variable.

The best predictor of overall job satisfaction, as shown in Table 22, was Responsibility and Autonomy. However, it was associated with only 11.04 percent of the variance in overall job satisfaction. When combined with Principal-Teacher Work Involvement, the two variables in combination were associated with 19.59 percent of the variance. These two variables together with other significant predictor variables ($p \leq .05$), Liaison at District Level, Task Demands, and Status Recognition, accounted for 30.56 percent of the variance.

SUMMARY

Problem 1 related to the extent of overall job satisfaction and the sources of overall job satisfaction. In the first analysis, more than 90 percent of respondents indicated that they were satisfied on each item of the Overall Satisfaction Instrument. Respondents personally identified facets of the job leading to their overall satisfaction and overall dissatisfaction. Findings related to the analysis of the responses were as follows:

(1) the most commonly reported facets contributing to overall satisfaction were associated with Relationships with Teachers, Responsibility and Autonomy, and Sense of Accomplishment,

(2) the most commonly reported facets contributing to overall dissatisfaction were Administration and Policies,

Table 22

Stepwise Multiple Regression Analysis Using Eight Predictor Variables With Overall Job Satisfaction

Criterion Variable	Predictor Variables	Increase in Prediction		% of Variance	
		F	p	Individual	Cumulative
Overall Job Satisfaction	1. Responsibility and Autonomy	40.33	.00	11.04	11.04
	2. Principal-Teacher Work Involvement	34.48	.00	8.55	19.59
	3. Liaison at District Level	17.42	.00	4.12	23.71
	4. Task Demands	17.38	.00	3.90	27.61
	5. Status Recognition	13.59	.00	2.95	30.56
	6. Salary and Benefits	3.45	.06	0.73	31.29
	7. Rapport with Students	0.89	.35	0.19	31.48
	8. Resource Adequacy	0.04	.83	0.01	31.49

Amount of Work, Constraints in the Overall System of Educational Administration, Relationships with Parents, and Attitudes of Society,

(3) seven facets contributed more to overall satisfaction than overall dissatisfaction, eight factors contributed more to overall dissatisfaction than overall satisfaction while five did not differ significantly in their contribution to either overall satisfaction or overall dissatisfaction,

(4) two facets dealing almost entirely with relationships with teachers, were found to contribute more to overall satisfaction than overall dissatisfaction,

(5) the Motivator factor contributed more to overall satisfaction than overall dissatisfaction, while the Hygiene factor contributed more to overall dissatisfaction than overall satisfaction,

(6) group differences were found for seven individual variables on the extent to which Motivator and Hygiene factors contributed to overall satisfaction or overall dissatisfaction.

Problem 2 related to the extent of satisfaction with satisfaction items, the determination of satisfaction factors and the contribution of satisfaction factors to overall job satisfaction. Item analysis indicated that on only one variable were more than fifty percent of respondents dissatisfied. For 25 items, more than 80 percent of all respondents indicated that they were satisfied.

Eight satisfaction factors resulted from the Factor

Analysis of the Facet Satisfaction Instrument. The eight factors were labelled, Liaison at District Level, Principal-Teacher Work Involvement, Responsibility and Autonomy, Status Recognition, Task Demands, Salary and Benefits, Resource Adequacy, and Rapport with Students. A stepwise regression analysis indicated that five of the eight factors were significant predictors of overall job satisfaction. The first predictor, Responsibility and Autonomy accounted for just more than one third of the total variance. The cumulative percentage of variance accounted for by the five predictors was 30.56 percent.

CHAPTER 6

ANALYSIS OF THE DATA: INDIVIDUAL VARIABLES RELATED TO JOB SATISFACTION

Chapter 6 contains the various analyses performed on the data for Problems 3 and 4. These investigated differences between groups classified on personal, social, professional and organizational variables, in the extent of overall job satisfaction and satisfaction with factors of the job. Groups used in the analyses were reported for each individual variable in Chapter 4. The overall job satisfaction scores and satisfaction factor scores of respondents were obtained as follows:

(1) the individual's score on Item 4 of the Overall Satisfaction Instrument was used as the measure of overall job satisfaction,

(2) the individual's score on each of the eight factors (derived from Factor Analysis of the Item Satisfaction Instrument) was computed with the Factor Scores program. This program weights the individual's score on a particular item by the loading that the item has on the factor for which the score is being calculated. The mean for each factor was set at zero and the standard deviation at one. Analysis of variance using either the t Test for two groups or an F Test followed by a Scheffe Multiple Comparison of Means for three or more groups, determined whether the variation from the

mean for each group of scores was sufficiently great to be statistically significant. Differences between means were judged to be statistically significant beyond .05 level of probability. The .10 level was employed in using the Scheffe procedure (Ferguson, 1971:271).

PROBLEM 3: OVERALL JOB SATISFACTION AND PRINCIPALS' CHARACTERISTICS

"To what extent are differences in the level of overall job satisfaction of principals associated with personal, social, professional and organizational variables?"

Sub-Problem 3.1: Personal Variables

Age. With respect to age, the F value of 3.70 with an associated probability of .03 indicated that the differences between the means were statistically significant. The Under 40 years group mean, 4.89, was significantly lower than that of both the 40-49 years group, 5.15, and the 50 years and over group, 5.18. Thus, younger principals were less satisfied with their job in all its aspects than were older principals. The results of the analysis of variance of overall job satisfaction scores between groups and the Scheffe multiple comparison of means, are contained in Table 23.

Sex. With respect to sex, analysis of variance indicated no statistically significant differences between

Table 23

One-Way Analysis of Variance of Overall Job Satisfaction among Principals Classified on the Basis of Age

Source	D.F.	S.S.	M.S.	F	p
Between Groups	2	5.81	2.90	3.70	.03
Within Groups	324	254.50	0.79		

Scheffé Multiple Comparison of Means

Groups	Under 40	40-49	50 and over
Mean Scores	4.89	5.15	5.18
Under 40			
40-49	.08		
50 and over	.07	.97	

the groups on overall job satisfaction.

Locus of control. There were no significant differences on overall job satisfaction between the Internal and External group categorized by the median split. However, a statistically significant difference was revealed when the Internal and External groups formed by the standard deviation split were compared. The Internal group scored significantly higher on overall job satisfaction than the External group. As Table 24 indicates, for overall job satisfaction, Internals had a mean score of 5.21 and Externals, a mean score of 4.76. The difference was statistically significant beyond the .05 level.

Table 24

Differences in Overall Job Satisfaction between Principals Classified as Internal and External Locus of Control (Standard Deviation Split)

Locus of Control	Number	Mean O.S. Score	Standard Deviation	D.F.	t	p
Internal	39	5.21	0.73	86	2.06	.04*
External	49	4.76	1.20			

* Modified by Welch T Prime Adjustment of t Tests.

Sub-Problem 3.2: Social Variables

Marital status, employment status of spouse and community setting. Analysis of variance indicated no significant differences on overall job satisfaction between groups for marital status, employment status of spouse and community setting.

Sub-Problem 3.3: Professional Variables

Career experience. Career experience as a principal was selected as the measure of experience because of the high inter-correlation with other experience variables. Pearson product-moment correlation coefficients between career experience and experience in present school, and career experience in present jurisdiction indicated a close and statistically significant relationship. The values are: career experience with experience in present school, .70, and career experience with experience in present jurisdiction, .88.

The probability of .001 of obtaining an F ratio of 4.71 indicated that at least one significant difference on overall job satisfaction occurred between the pairs of means of groups on career experience. Further inspection of the Scheffe test revealed that the mean of principals with 10-19 years' experience, 5.33, was significantly higher than that of principals with 2-4 years' experience, 4.77. Table 25 presents the differences between groups on career experience. This result indicated that principals with 10-19

Table 25

One-Way Analysis of Variance of Overall Job Satisfaction among Principals Classified on the Basis of Career Experience

Source	D.F.	S.S.	M.S.	F	p
Between Groups	4	14.38	3.60	4.71	.001
Within Groups	322	245.93	0.76		

Scheffé Multiple Comparison of Means

Groups	First year	2-4 years	5-9 years	10-19 years	20 and more years
Means	4.93	4.77	5.01	5.33	5.22
First year					
2-4 years	.92				
5-9 years	.99	.52			
10-19 years	.22	.00	.23		
20 and more years	.74	.20	.86	.99	

years' experience were more satisfied with their job in all its aspects than were principals with 2-4 years' experience.

Educational level, and involvement in professional and community activities. No statistically significant differences on overall job satisfaction were indicated by analyses of variance between groups on educational level, measured by the number of years of post-secondary education and graduate work in educational administration, or on involvement in professional and community activities.

Sub-Problem 3.4: Organizational Variables

Type of employing authority. An examination of Table 26 shows that at least one significant difference occurred between the pairs of means of the seven groups. The obtained F ratio, 2.85, had an associated probability of .01. The Scheffe test revealed that the significant difference occurred at .09 level between City A mean score, 4.60, and the mean score, 5.32 of Districts. Thus, the principals in the Districts were more satisfied with the job in all its aspects than those in City A.

Organizational size. The information presented in Table 27 disclosed that the obtained F ratio of 3.17 had an associated probability of .02 and therefore at least one pair of means was significantly different. An inspection of means revealed that both the Large and Small groups had the lowest

Table 26

One-Way Analysis of Variance of Overall Job Satisfaction among Principals Classified on the Basis of Type of Employing Authority

Source	D.F.	S.S.	M.S.	F	p
Between Groups	6	13.18	2.20	2.85	.01
Within Groups	320	247.13	0.77		

Scheffé Multiple Comparison of Means

Groups	City A	City B	Counties	Districts	Divisions	Separate Cities	Separate Others
Mean Scores	4.60	5.19	4.90	5.32	5.16	5.13	5.09
City A							
City B	.17						
Counties	.81	.79					
Districts	.09	1.00	.53				
Divisions	.15	1.00	.78	.99			
Separate Cities	.36	1.00	.94	.99	1.00		
Separate Others	.65	1.00	.99	.99	1.00	1.00	

Table 27

One-Way Analysis of Variance of Overall Job Satisfaction among Principals Classified on the Basis of Organizational Size

Source	D.F.	S.S.	M.S.	F	p
Between Groups	3	7.45	2.48	3.17	.02
Within Groups	323	252.86	0.78		

Scheffé Multiple Comparison of Means

Groups Mean Scores	Small (1-4) 4.87	5-19 4.97	20-39 5.26	Large (40 or more) 4.87
Small (1-4)				
5-19	.94			
20-39	.14	.07		
Large (40 or more)	1.00	.98	.46	

means, 4.87, while schools with 20-39 teachers had the highest. However, the Scheffe test indicated that the mean of the group of respondents from schools with 5-19 teachers, 4.97, was significantly lower than that of the group of respondents from schools with 20-39 teachers, 5.26. Thus, principals of schools with 20-39 teachers were significantly more satisfied with their job in all its aspects than principals of schools with 5-19 teachers.

Teaching assignment. An examination of Table 28 revealed that the obtained F ratio, 3.57, had an associated probability of .03. Further investigation of the Scheffe test revealed that the mean of the Low Teaching Workload group, 5.21, was significantly higher than the mean of the Medium Teaching Workload group, 4.88. Thus, principals who taught from 0 to 5 hours per week were found to be significantly more satisfied with the job in all its aspects, than principals who carried a heavier teaching load.

Administrative assignment and budget decision scale. No statistically significant differences on overall job satisfaction were revealed by analyses of variance between groups on administrative assignment and Budget Decision Scale.

Summary

Presented in Table 29 is a summary of findings related to differences between groups on overall job satis-

Table 28

One-Way Analysis of Variance of Overall Job Satisfaction among Principals Classified on the Basis of Teaching Assignment

Source	D.F.	S.S.	M.S.	F	p
Between Groups	2	5.61	2.80	3.57	.03
Within Groups	324	254.71	0.79		

Scheffé Multiple Comparison of Means

Groups	Low	Medium	High
Mean Scores	5.21	4.88	4.99
Low Workload			
Medium Workload	.05		
High Workload	.12	.74	

Table 29

Overall Job Satisfaction: Summary of Findings

Variable	Probability	Comment on Group Relationships
Personal:		
Age	.03	Under 40 less satisfied than 40-49 years and Over 50.
Sex	.89	
Locus of Control (S.D. Split)	.04	Internal more satisfied than External
Social:		
Marital Status	.80	
Employment Status of Spouse	.07	
Community Setting	.63	
Professional:		
Career Experience	.00	10-19 years more satisfied than 2-4 years.
Educational Level, post-secondary education	.90	
Educational Level, graduate work in educational administration	.38	
Involvement in Professional activities	.42	
Community Involvement	.92	
Organizational:		
Type of Employing Authority	.01	Districts more satisfied than City A.
Organizational Size	.02	20-39 teachers more satisfied than 5-19 teachers.
Teaching Assignment	.03	Low Workload more satisfied than Medium Workload.
Administrative Assignment	.22	
Budget Decision Scale	.90	

faction. Analyses of the extent to which respondents experienced overall job satisfaction indicated that differences in overall job satisfaction were associated with age, Locus of Control, career experience, type of employing authority, organizational size and teaching assignment. An examination of individual characteristics revealed that less satisfaction was experienced by principals who were under forty years of age, of external orientation and with more than one year but less than five years' career experience. Organizational characteristics were found to be related to differences in overall job satisfaction. Principals in schools with 20-39 teachers, and principals who taught five hours per week or less, experienced more overall job satisfaction. The findings also suggested that there was a relationship between the type of employing authority and overall job satisfaction.

PROBLEM 4: SATISFACTION FACTORS AND PRINCIPALS' CHARACTERISTICS

"To what extent are differences in the level of principal satisfaction with job factors associated with personal, social, professional and organizational variables?"

The eight factors used during analyses were Liaison at District Level, Principal-Teacher Work Involvement, Responsibility and Autonomy, Status Recognition, Task Demands, Salary and Benefits, Resource Adequacy, and Rapport with Students.

Sub-Problem 4.1: Personal Variables

Age. An inspection of the means of the data reported in Table 30 revealed that the 50 and over group was more satisfied on six of the eight job factors. Significant differences between groups on age were evident for two factors, Principal-Teacher Work Involvement, and Resource Adequacy. On Principal-Teacher Work Involvement, an F ratio of 3.93 (p = .02) indicated that the differences between the three groups were statistically significant for at least one pair of means. Further investigations revealed that the under 40 group scored significantly lower than the 40-49 years' group.

On Resource Adequacy, the probability level of .00 for the obtained F ratio of 9.66 indicated that differences between groups were statistically significant. A significant difference between the mean score of the under 40 group with both the 40-49 years' group and 50 and over group were revealed by the Scheffe test.

Therefore, on two factors of the job, Principal-Teacher Work Involvement, and Resource Adequacy, principals under 40 years were less satisfied than other principal groups.

Sex. An examination of Table 31 disclosed that a significant difference between the mean scores of Males and

Table 30

One-Way Analysis of Variance of Satisfaction with Factors among Principals Classified by Age

Factor	1. Under 40 (n = 142) Factor Scores		2. 40-49 (n = 108) Factor Scores		3. 50 & over (n = 77) Factor Scores				Significance between Groups
	Mean	SD	Mean	SD	Mean	SD	F	p	
Liaison at District Level	-0.02	1.00	-0.05	1.07	0.12	0.89	0.73	.48	-
Principal-Teacher Work Involvement	-0.15	1.07	0.20	0.96	-0.01	0.88	3.93	.02	1,2
Responsibility and Autonomy	0.10	0.99	-0.03	0.99	-0.14	1.03	1.50	.23	-
Status Recognition	0.01	1.01	-0.07	1.04	0.08	0.94	0.49	.61	-
Task Demands	-0.07	1.05	0.00	0.92	0.12	1.01	0.94	.39	-
Salary and Benefits	-0.01	1.04	-0.07	1.03	0.12	0.89	0.89	.41	-
Resource Adequacy	-0.26	1.03	0.13	1.06	0.30	0.71	9.66	.00	1,2 1,3
Rapport with Students	0.02	0.90	-0.04	1.12	0.02	1.01	0.12	.88	-

Females occurred on Salary and Benefits (t = 3.10, p = .00). Female principals were more satisfied with Salary and Benefits than were male principals.

Table 31

Differences between Principals Classified by Sex on Salary and Benefits

	1. Female (n = 30) Factor Scores		2. Male (n - 297) Factor Scores			
Factor	Mean	SD	Mean	SD	t	p
Salary and Benefits	0.53	1.04	-0.05	0.99	3.10	.00

Locus of control. With respect to Locus of Control, principals classified as Internal on the median split were found to be significantly more satisfied with Salary and Benefits (t = 3.18, p = .00) but significantly less satisfied with Resource Adequacy (t = 1.98, p = .05) than principals classified as External. No statistical differences were found on any of the other factors. A report of the analysis using the median split is contained in Table 32.

When Internal and External groups formed by the standard deviation split were compared, statistically significant differences were found on three factors, Principal-Teacher Work Involvement (t = 1.97, p = .05),

Table 32

Differences in Satisfaction with Factors between Principals Classified by Locus of Control (Median Split)

Factor	Internal (163) Mean	SD	External (153) Mean	SD	t	p
Liaison with District Administration	0.05	1.07	-0.06	0.94	0.93	.36
Principal-Teacher Work Involvement	0.02	0.97	-0.05	1.03	0.62	.53
Responsibility and Autonomy	0.02	0.92	-0.05	1.09	0.62	.53
Status Recognition	0.08	0.96	-0.11	1.05	1.68	.09
Task Demands	-0.01	0.01	0.92	1.10	-0.23	.82
Salary and Benefits	0.17	0.91	-0.18	1.07	3.18	.00[a]
Resource Adequacy	-0.11	1.03	0.12	0.98	-1.98	.05
Rapport with Students	0.07	0.97	-0.01	0.98	0.67	.51

[a] Modified by Welch T Prime Adjustment of t Tests.

Status Recognition (t = 2.72, p = .01), and Salary and Benefits (t = 2.42, p = .01). In each case, the mean of the Internal group was higher than the mean of the External and indicated that the Internal group was more satisfied. A report of the analysis using the standard deviation split is contained in Table 33.

Sub-Problem 4.2: Social Variables

Community setting. On community setting, four factors were found on which there were statistically significant differences between the means of the groups. An inspection of Table 34, revealed that significant differences between groups were found for Liaison at District Level, Principal-Teacher Work Involvement, Salary and Benefits, and Resource Adequacy. For the factor, Liaison at District Level, the obtained F ratio of 12.17 had an associated probability of .00. The mean of the City group was significantly lower than the means of both the Rural and Town groups.

However, on Principal-Teacher Work Involvement, where the obtained F ratio was 6.66 with an associated probability of .00, the City mean was higher than the means of both other groups and significantly different to that of the Town group.

Statistically significant differences on Salary and Benefits (F = 5.57, p = .00) occurred between the City group, which had the highest mean, and both Rural and Town groups.

On Resource Adequacy (F = 26.64, p = .00), the mean

Table 33

Differences in Satisfaction with Factors between Principals Classified by Locus of Control (Standard Deviation Split)

Factor	Internals (39)		Externals (49)		t	p
	Mean	SD	Mean	SD		
Liaison with District Administration	0.13	1.10	-0.18	0.90	1.45	.15
Principal-Teacher Work Involvement	0.19	0.99	-0.29	1.21	1.97	.05
Responsibility and Autonomy	0.04	0.93	0.00	1.19	0.15	.88
Status Recognition	0.33	0.93	-0.30	1.17	2.72	.01
Task Demands	-0.04	0.96	-0.04	1.17	-0.0	.98
Salary and Benefits	0.14	0.77	-0.39	1.17	2.42	.01[a]
Resource Adequacy	0.04	1.01	0.41	0.82	-1.89	.06
Rapport with Students	0.38	0.87	0.17	1.12	0.93	.36

[a] Modified by Welch T Prime Adjustment of t Tests.

Table 34

One-Way Analysis of Variance of Satisfaction with Factors among Principals Classified by Community Setting

Factor	1. Rural (n = 92) Factor Scores		2. Town (n = 84) Factor Scores		3. City (n = 151) Factor Scores				Significance between Groups
	Mean	SD	Mean	SD	Mean	SD	F	p	
Liaison at District Level	0.16	0.82	0.33	0.87	-0.28	1.10	12.17	.00	1,3 2,3
Principal-Teacher Work Involvement	-0.06	0.99	-0.29	1.04	0.19	0.95	6.66	.00	2,3
Responsibility and Autonomy	-0.04	0.93	-0.03	0.90	0.04	1.10	0.25	.78	-
Status Recognition	-0.13	1.10	0.05	0.87	0.05	1.01	1.10	.33	-
Task Demands	-0.06	0.94	0.21	0.92	-0.08	1.07	2.42	.09	-
Salary and Benefits	-0.19	1.06	-0.14	0.85	0.20	1.01	5.57	.00	1,3 2,3
Resource Adequacy	-0.58	1.03	0.08	0.79	0.31	0.94	26.64	.00	1,2 1,3
Rapport with Students	0.03	1.02	-0.07	1.16	0.02	0.89	0.25	.78	-

of the Rural group was observed to be lower and significantly different from that of both other groups.

In conclusion, while City principals were most satisfied with regards to Principal-Teacher Work Involvement, Salary and Benefits, and Resource Adequacy, they were least satisfied with Liaison at District Level. When compared with City principals, both Rural and Town principals were more satisfied with Liaison at District Level but less satisfied with Salary and Benefits. Town principals were less satisfied than City principals with Principal-Teacher Work Involvement while Rural principals were the least satisfied group with respect to Resource Adequacy.

Employment status of spouse. Statistically significant differences were found on only one of the eight factors between principals classified by employment status of spouse. Data presented in Table 35 show that on the factor, Task Demands, an obtained t ratio, 2.70, had an associated probability of .01. The mean of respondents whose spouses were educators, was significantly higher than that of respondents whose spouses worked full-time but not as educators. Thus, principals whose spouses were educators, were more satisfied with Task Demands than were principals whose spouses worked full-time in other occupations.

Marital status. Analysis of variance indicated no statistically significant differences on satisfaction with

Table 35

Differences on Satisfaction with Task Demands between Principals Classified by Employment Status of Spouse

Factor	1. Spouse not an educator (n = 44) Factor Scores Mean	SD	2. Spouse an educator (n = 55) Factor Scores Mean	SD	t	p
Task Demands	-0.20	1.14	0.31	0.75	-2.70	.01*

* Modified by Welch T Prime Adjustment of t Tests.

factors between groups classified on the basis of marital status.

Sub-Problem 4.3: Professional Variables

Career experience. Presented in Table 36 is a one-way analysis of variance of satisfaction with job factors among principals classified by career experience. Statistically significant differences were found among the groups on three factors, Responsibility and Autonomy, Task Demands, and Resource Adequacy. On Responsibility and Autonomy, the obtained F ratio of 3.52 had an associated probability of .01. Statistically significant differences occurred between the group of principals with 20 and more years' experience and each of the other career experience groups. The mean of the 20 and more years' career experience

Table 36

One-Way Analysis of Variance of Satisfaction with Factors among Principals Classified by Career Experience

Factor	1.First yr (n = 42) Factor Scores		2.2-4 yrs (n = 77) Factor Scores		3.5-9 yrs (n = 90) Factor Scores		4.10-19 yrs (n = 86) Factor Scores		5.20 & more yrs (n = 32) Factor Scores				Significance between Groups
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	F	p	
Liaison at District Level	0.18	0.97	-0.04	1.02	-0.14	1.01	0.11	1.03	-0.05	0.87	1.13	.34	-
Principal-Teacher Work Involvement	-0.18	1.02	-0.17	1.19	0.12	0.85	0.06	1.00	0.16	0.85	1.47	.21	-
Responsibility and Autonomy	0.10	0.83	0.05	1.06	0.00	1.13	0.14	0.81	-0.60	1.02	3.52	.01	5:1,2,3,4
Status Recognition	0.11	0.98	-0.01	1.09	-0.21	1.02	0.15	0.87	0.05	1.04	1.62	.17	-
Task Demands	-0.32	1.03	-0.05	1.08	-0.11	1.02	0.20	0.90	0.31	0.81	3.13	.02	1,4
Salary and Benefits	0.06	1.00	-0.18	1.07	0.09	0.98	-0.05	1.00	0.20	0.86	1.17	.32	-
Resource Adequacy	-0.43	0.97	-0.17	1.01	0.05	1.05	0.21	0.88	0.25	0.99	4.12	.00	1,4 1,5
Rapport with Students	0.01	1.05	0.01	0.91	-0.05	1.06	0.01	1.01	0.09	1.00	0.13	.97	-

group was lower and indicated that they were less satisfied on this factor.

On Task Demands, the obtained F ratio of 3.13 had an associated probability of .02. An investigation of the means indicated that the First year career experience group had the lowest mean score on the factor. The Scheffe test showed that there was a statistically significant difference between the group of First year principals and the group with 10-19 years' career experience. Thus, First year principals were less satisfied by Task Demands than were principals with more than 10 years' experience.

The First year career experience group also showed significant differences on Resource Adequacy with two other groups, 10-19 years' career experience and 20 and more years' career experience. The obtained F ratio on Resource Adequacy, 4.13, had an associated probability of .00. An inspection of the means indicated that the First year group was least satisfied with Resource Adequacy.

In summary, less satisfaction on Responsibility and Autonomy was expressed by senior principals with 20 and more years' career experience, while less satisfaction with Task Demands and Resource Adequacy was indicated by the First year career experience group.

Educational level and involvement in professional and community activities. No statistically significant differences on satisfaction with job factors were found by analyses of variance between groups on graduate work in educational administration or on involvement in professional and community activities.

Educational level. Among principals classified by years of post-secondary education, statistically significant differences were found on three factors, Liaison at District Level, Task Demands, and Resource Adequacy. The results of the analyses are shown in Table 37. On Liaison at District Level, the obtained F ratio, 3.23, had an associated probability of .04. Significant differences were found between the mean score of the 5 years group and that of the 6 years group. The latter was found to be less satisfied on Liaison at District Level than the former. On Task Demands ($F = 3.22$, $p = .04$) and Resource Adequacy ($F = 3.66$, $p = .03$), the 4 years group was the least satisfied. There was a statistically significant difference between the means of the 4 years group and 5 years group on Task Demands, and the means of the 4 years group and 6 years group on Resource Adequacy.

In conclusion, principals with the greatest number of years of post-secondary education were shown to be more satisfied with Resource Adequacy but less satisfied with Liaison at District Level. Principals with 5 years of post-secondary education were found to be more satisfied on Liaison at District Level, and Task Demands, while principals with 4 years of post-secondary education were less satisfied

Table 37

One-Way Analysis of Variance of Satisfaction with Factors among Principals Classified by Assessed Years of Post-Secondary Education

Factor	1. 4 years (n = 128) Factor Scores		2. 5 years (n = 89) Factor Scores		3. 6 years (n = 110) Factor Scores				Significance between Groups
	Mean	SD	Mean	SD	Mean	SD	F	p	
Liaison at District Level	-0.03	1.01	0.22	0.94	-0.14	1.02	3.23	.04	2,3
Principal-Teacher Work Involvement	-0.01	1.09	-0.03	1.03	0.03	0.86	0.08	.93	-
Responsibility and Autonomy	0.04	1.06	0.01	1.00	-0.06	0.94	0.29	.75	-
Status Recognition	0.10	0.96	-0.01	0.95	-0.11	1.08	1.24	.29	-
Task Demands	-0.17	0.94	0.16	1.08	0.07	0.99	3.22	.04	1,2
Salary and Benefits	-0.03	1.07	0.00	0.92	0.04	0.99	0.15	.86	-
Resource Adequacy	-0.15	1.07	-0.03	1.02	0.20	0.88	3.66	.03	1,3
Rapport with Students	0.02	1.04	0.16	0.87	-0.15	1.04	2.40	.09	-

on Task Demands, and Resource Adequacy.

Sub-Problem 4.4: Organizational Variables

Type of employing authority. As shown in Table 38, analyses of variance revealed that there were differences among the means of the various types of employing authority categories on six of the eight factors. These were Liaison at District Level, Principal-Teacher Work Involvement, Responsibility and Autonomy, Task Demands, Salary and Benefits, and Resource Adequacy. On Liaison at District Level, the obtained F value of 23.22 had an associated probability of .00. Differences were found between the means of both City A and City B and each of the other five groups. Principals in both City A and City B were significantly less satisfied on this factor than the other groups. In addition, the mean of one of these group, Districts, was found to be significantly higher than that of the Counties and the Divisions. Thus, principals in the Districts were the most satisfied group with Liaison at District Level.

The probability level of .00 for the obtained F ratio indicated that significant differences occurred for at least one pair of means on Principal-Teacher Work Involvement. Further investigation showed that the mean of the City B was significantly higher than that of the Counties. Thus, principals in City B were found to be most satisfied with Responsibility and Autonomy.

Table 38

One-Way Analysis of Variance of Satisfaction with Factors among Principals Classified by Type of Employing Authority

Factor	1. City A (n = 35)		2. City B (n = 48)		3. Counties (n = 84)		4. Districts (n = 31)		5. Divisions (n = 68)		6. Separate Cities (n = 39)		7. Separate Others (n = 22)				Signif-cance between Groups
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	F	p	
Liaison at District Level	-0.50	1.02	-1.09	0.93	0.13	0.81	0.77	0.62	0.13	0.84	0.33	0.77	0.61	0.89	23.22	.00	1:3,4,5,6,7 2:3,4,5,6,7 3,4 4,5
Principal-Teacher Work Involvement	-0.12	1.13	0.44	0.72	-0.25	0.98	0.26	0.79	-0.09	0.93	0.22	1.06	-0.29	1.36	3.76	.00	2,3
Responsibility and Autonomy	-0.46	1.12	0.57	1.17	-0.21	1.02	-0.23	0.95	0.15	0.78	-0.01	0.77	0.14	0.81	5.44	.00	1,2 2,3 2,4
Status Recognition	0.01	1.08	0.25	1.06	-0.10	0.92	0.00	0.83	0.00	1.08	-0.27	1.08	0.28	0.82	1.40	.21	-
Task Demands	-0.02	1.14	-0.21	1.03	-0.13	0.94	-0.21	1.17	0.36	0.88	-0.02	0.94	0.16	0.93	2.44	.03	-
Salary and Benefits	0.25	0.97	0.49	0.92	-0.10	0.91	-0.19	0.96	-0.15	1.06	-0.02	1.11	0.32	0.91	3.33	.00	2,3 2,5
Resource Adequacy	-0.15	0.99	0.54	0.82	-0.28	1.04	0.34	0.89	-0.21	0.92	0.26	1.02	-0.15	0.98	5.59	.00	2,3 2,5
Rapport with Students	-0.19	1.08	0.01	0.91	-0.10	1.12	-0.01	0.81	0.00	1.13	0.27	0.73	0.15	0.79	0.90	.49	-

On Task Demands, the F value of 2.44 had an associated probability of .03. However, an investigation of the Scheffe test failed to reveal a significant difference between any pair of means.

For the factor, Salary and Benefits, an obtained F value of 3.33 with a probability level of .00 indicated that there was at least one significant difference between the pairs of means. Further investigation showed that the mean of City B was significantly higher than the means of both Counties and Divisions. Thus, principals in City B were significantly more satisfied with Salary and Benefits.

A similar result was obtained for Resource Adequacy. The obtained F value of 5.59 had a probability level of .00. Principals in City B were found to be significantly more satisfied with Resource Adequacy, than those in Counties or Divisions.

In summary, City B principals were found to be most satisfied on Principal-Teacher Work Involvement, Responsibility and Autonomy, Salary and Benefits, and Resource Adequacy although they were least satisfied on Liaison at District Level. Findings for City A principals indicated that they were less satisfied with both Liaison at District Level, and Responsibility and Autonomy. The most satisfied principals with Liaison at District Level were those in the Districts. However, this group of principals indicated less satisfaction with Responsibility and Autonomy.

While principals in both Counties and Divisions were significantly less satisfied than principals in Districts with Liaison at District Level, they were more satisfied with this factor than principals in City groups. Principals in both Counties and Divisions were less satisfied with Salary and Benefits, and Resource Adequacy, while those in Counties were also less satisfied with Principal-Teacher Work Involvement, and Responsibility and Autonomy.

Administrative assignment. Contained in Table 39 are the results of one-way analyses of variance of work satisfactions among the means of the administrative assignment categories. Significant differences were found on four factors, Liaison at District Level, Principal-Teacher Work Involvement, Status Recognition, and Resource Adequacy.

On Liaison at District Level, the F value of 6.06 had an associated probability of .00. The mean of the Elementary group was found to be significantly lower than that of both Junior High and Senior High groups. Thus, the Elementary group was less satisfied on this factor than the other groups.

On Status Recognition, the F value of 3.88 was statistically significant beyond the .05 level. The Scheffe test showed that there was a statistically significant difference between the mean of the Senior High Group and the means of both the Elementary and Junior High groups. The mean of the Senior High group was significantly lower than either of the other two groups indicating that they were the

Table 39

One-Way Analysis of Variance of Satisfaction with Factors among Principals Classified by Administrative Assignment

Factor	1. Elementary (n = 143) Factor Scores		2. Jnr High (n = 119) Factor Scores		3. Snr High (n = 65) Factor Scores				Significance between Groups
	Mean	SD	Mean	SD	Mean	SD	F	p	
Liaison at District Level	-0.21	1.13	0.18	0.83	0.14	0.91	6.06	.00	1,2 1,3
Principal-Teacher Work Involvement	0.11	1.00	0.00	1.00	-0.24	1.00	2.67	.07	1,3
Responsibility and Autonomy	-0.03	1.16	0.07	0.85	-0.08	0.89	0.55	.58	-
Status Recognition	0.09	0.88	0.05	1.02	-0.31	1.17	3.88	.02	1,3 2,3
Task Demands	0.04	1.04	-0.03	0.94	-0.03	1.04	0.17	.84	-
Salary and Benefits	0.07	1.00	-0.02	0.95	-0.11	1.11	0.76	.47	-
Resource Adequacy	0.17	1.07	-0.21	0.93	0.02	0.91	4.91	.00	1,2
Rapport with Students	0.12	0.93	-0.03	0.97	-0.20	1.17	2.48	.09	-

least satisfied group with Status Recognition.

The probability of .00 of obtaining an F value of 4.91 indicated that significant differences occurred between groups on Resource Adequacy. The mean of the Elementary group was found to be significantly higher than that of the Junior High group, who were less satisfied with this factor.

Summarizing, the Elementary group was found to be the most satisfied group with Resource Adequacy, but was the least satisfied group with respect to Liaison at District Level. The Junior High group which included many K-9 schools, was less satisfied on Resource Adequacy while the Senior High group was the least satisfied group with Status Recognition.

Organizational size. Differences between groups according to organizational size were observed for Task Demands and Resource Adequacy. Table 40 shows that an F value of 3.05 on Task Demands had an associated probability of .03. A statistically significant difference was found between the Small (1-4 teachers) schools and schools with 20-39 teachers. The mean of the latter was significantly higher, indicating that this group was more satisfied with Task Demands.

On Resource Adequacy, the F value of 7.98 had an associated probability of .00. The Scheffe test indicated that both Small schools and schools with 5-19 teachers were significantly less satisfied than the two other groups, schools with 20-39 teachers and Large (over 40 teachers)

Table 40

One-Way Analysis of Variance of Satisfaction with Factors among Principals Classified by Organizational Size

Factor	1. Small (1-4) (n = 38)		2. 5-19 teachers (n = 171)		3. 20-39 teachers (n = 103)		4. Large (40+) (n = 15)				Significance between Groups
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	F	p	
Liaison at District Level	0.15	1.01	-0.04	1.05	0.00	0.96	0.05	0.71	0.38	.77	-
Principal-Teacher Work Involvement	0.24	0.92	-0.03	1.04	-0.02	1.08	-0.05	0.31	0.84	.47	-
Responsibility and Autonomy	0.04	1.01	-0.04	1.02	0.10	0.99	-0.39	0.78	1.23	.30	-
Status Recognition	-0.01	0.93	0.01	1.04	0.01	1.01	-0.12	0.63	0.08	.97	-
Task Demands	-0.42	1.14	0.00	0.93	0.15	1.02	0.02	1.05	3.05	.03	1,3
Salary and Benefits	-0.18	1.03	-0.06	1.04	0.12	0.92	0.34	0.96	1.72	.16	-
Resource Adequacy	-0.52	1.18	-0.08	1.01	0.24	0.86	0.60	0.53	7.98	.00	1,3; 2,3 1,4; 2,4
Rapport with Students	0.30	1.05	-0.03	0.97	0.00	1.03	-0.38	1.00	1.93	.13	-

schools.

Therefore, the findings on organizational size indicate that principals of Small schools are less satisfied with Task Demands and Resource Adequacy.

Teaching assignment. As revealed in Table 41, differences among groups on teaching assignment were found on three factors, Liaison at District Level, Salary and Benefits, and Resource Adequacy. An F value of 4.07 with an associated probability of .01 indicated that there was a difference between means on Liaison at District Level. Observation of the means indicated that the means of the Low Teaching Workload group and the Medium Teaching Workload group were significantly lower than the mean of the High Teaching Workload group. Thus, the Low and Medium Teaching Workload groups were significantly less satisfied with Liaison at District Level. Observation of the means of the Low and Medium Teaching Workload groups suggested that the Medium Teaching Workload group was the least satisfied.

On Salary and Benefits, the F value of 8.00 had an associated probability of .00. Statistically significant differences were found between the mean of the High Teaching Workload group and the means of both the Low Teaching Workload and Medium Teaching Workload groups. The High Teaching Workload group was significantly less satisfied with Salary and Benefits than the other two groups.

In an analysis of Resource Adequacy, the F value of

Table 41

One-Way Analysis of Variance of Satisfaction with Factors among Principals Classified by Teaching Assignment

Factor	1. Low (n = 117) Factor Scores		2. Medium (n = 69) Factor Scores		3. High (n = 141) Factor Scores				Significance between Groups
	Mean	SD	Mean	SD	Mean	SD	F	p	
Liaison at District Level	-0.10	1.07	-0.20	1.00	0.17	0.92	4.07	.01	1,3 2,3
Principal-Teacher Work Involvement	-0.06	0.98	0.11	1.20	0.00	1.01	0.59	.56	-
Responsibility and Autonomy	0.06	1.03	0.06	1.00	-0.08	0.98	0.78	.46	-
Status Recognition	-0.03	1.06	0.00	0.88	0.03	1.01	0.09	.91	-
Task Demands	0.06	1.00	0.02	1.01	-0.06	1.00	0.47	.63	-
Salary and Benefits	0.11	0.95	0.30	1.01	-0.24	1.00	8.00	.00	1,3 2,3
Resource Adequacy	0.41	0.85	-0.04	1.10	-0.32	0.95	18.63	.00	1,2 1,3
Rapport with Students	-0.04	0.98	-0.17	1.18	0.12	0.91	2.05	.13	-

18.63 was associated with a probability level of .00. The Low Teaching Workload group was found to be significantly more satisfied than both other groups on Resource Adequacy, while the High Teaching Workload group was the least satisfied.

In conclusion, the Low Teaching Workload group was found to be the most satisfied group with Resource Adequacy and more satisfied with Salary and Benefits than the High Teaching Workload group, but less satisfied with Liaison at District Level. The High Teaching Workload group, which was the least satisfied group with respect to both Salary and Benefits, and Resource Adequacy, was most satisfied with Liaison at District Level. The Medium Teaching Workload group was the least satisfied group with Liaison at District Level but the most satisfied group with Salary and Benefits.

Budget decision scale. The only significant difference among groups formed according to scores on the Budget Decision Scale was on the factor, Responsibility and Autonomy. Table 42 presents the obtained F value of 3.10 and its associated probability of .04. A statistically significant difference was found between the means of the Centralized and Decentralized groups. An inspection of the means indicated that the Decentralized group was most satisfied with Responsibility and Autonomy while the Centralized group was the least satisfied.

Table 42

One-Way Analysis of Variance of Satisfaction with Responsibility and Autonomy Among Principals Classified by Budget Decision Scale

	1. Centralized (n = 75)		2. Intermediate (n = 116)		3. Decentralized (n = 136)				Significance between Groups
	Mean	SD	Mean	SD	Mean	SD	F	p	
Responsibility and Autonomy	-0.21	0.81	-0.03	1.07	0.14	1.02	3.10	.04	1,3

Summary of Findings Related to Satisfaction Factors

In Table 43, a summary with respect to work satisfactions, is presented to indicate significant findings among categories of personal, social, professional and organizational variables. In the following section, differences found between groups for each of the eight dependent variables, the job factors, are reviewed. On one factor, Rapport with Students, no significant differences between groups were found on any individual variable. Wolcott (1973) pointed out that the principal works on behalf of the students and has responsibility to deal with problems associated with the student body, but has few opportunities for personal interaction.

Differences in satisfaction with Liaison at District Level were found to be related to community setting, educational level, type of employing authority, administrative assignment and teaching assignment. In general, groups of principals who were found to be less satisfied with this factor, indicated that they were located in City A or City B, had 6 years of post-secondary education, were principals of elementary schools and had a low or medium teaching workload. The more satisfied groups of principals with this factor were found to have employment in School Districts, five years of post-secondary education and a high teaching workload. The comments of one elementary school principal summed up the feelings contained in many responses:

Table 43

Summary of Significant Findings with Respect to Satisfaction with Factors

Factor	BASIS OF CATEGORIZATION											
	Personal			Social		Professional		Organizational				
	Age	Sex	Locus of Control	Community Setting	Employment Status of Spouse	Career Experience	Eductnl Level	Type of Employing Authority	Admin Assign-ment	Orgl Size	Teaching Assign-ment	Budget Decision Scale
Liaison at District Level				*			*	*	*		*	
Principal-Teacher Work Involve-ment	*		*[a]	*				*				
Responsibility and Autonomy						*		*				*
Status Recognition			*[a]						*			
Task Demands					*	*	*	*		*		
Salary and Benefits		*	*[ab]	*				*			*	
Resource Adequacy	*		*[b]	*		*	*	*	*	*	*	
Rapport with Students												

[a] Locus of Control, based on Standard Deviation Split.
[b] Locus of Control, based on Median Split.
* Significant at the .05 level.

> If a principal could have regular consultation periods with teachers, central office personnel, Board members, maintenance personnel, the whole efficiency of the school could be improved.

Comments by respondents related particularly to actions of central office, participation in district decision-making and perceived quality of Board leadership. Some further examples follow:

A city K-9 school principal noted that relationships with "downtown are highly unsatisfactory" because they "don't know what's happening, out on the front."

One city elementary principal observed that "I feel principals have very little meaningful input re decision-making" while a town junior high principal noted that "a principal is often a voice in the wilderness, seldom heard and even more seldom attended to."

A rural K-12 principal indicated that:

> In four years, neither of my two local representatives nor any other Board member has been in my school other than as a spectator of an activity. Thus local problems must always be drawn to the attention of the individuals.

A rural elementary principal considered that Board expectations "only come to light when something happens which was not according to their expectations," while another elementary principal, located in a town, indicated that "the Board seems to take little interest in what is actually happening in schools. They are more interested in balancing the budget.

A range of criticisms was directed at Boards for their willingness to disregard existing policies, for failure to initiate policies, for statements that present educators in an unfavorable light, for failure to encourage principal participation in policy development, and for negative attitudes towards educators during collective bargaining.

Less satisfaction on the factor, Principal-Teacher Work Involvement, was observed for principals under 40 years, and for those with an External Locus of Control (standard deviation split). In addition, Town principals and principals in Counties expressed less satisfaction with this factor. In contrast, groups of principals expressing more satisfaction with this factor tended to be older, Internal in Locus of Control orientation (standard deviation split), and located in City jurisdiction.

Principals' comments reflected on the time factor required to interact with staff and on the varied attitudes of staff members towards the job. A principal of a K-12 town school noted:

> my staff provides both great satisfactions and frustration. In assuming my position, I inherited a nucleus of permanent staff members of advanced age whose attitudes are difficult to change. Generally, the younger staff members are more aware and sensitive toward the students and tend to better meet their needs through individualization and innovation.

While some principals focused on "a small group of staff who give little of themselves to the challenge," others noted that staff willingness was evident through commitment to participative decision-making and willingness to adopt innovations.

On Responsibility and Autonomy, in comparison with other groups, less satisfaction was experienced by principals with 20 and more years' career experience, and by principals who were employed in City A, Counties and Districts. In contrast to City A, principals of City B were most satisfied with this factor. Those principals who submitted estimates on only one of the items listed in the Budget Decision Scale were also less satisfied with this factor than those who submitted estimates on four or five items. A number of respondents noted that constraints on their freedom were related to policies restricting staff deployment, the availability of staff and finance, and the adequacy of clerical assistance.

Only two differences occurred on the factor, Status Recognition. The less satisfied groups were those classified as External Locus of Control orientation (standard deviation split) and Senior High administrative assignment. The latter was significantly less satisfied than both Elementary and Junior High principals.

The groups less satisfied by the factor Task Demands, were First year principals, principals with four years of post-secondary education and principals of Small (1-4 teachers) schools. In contrast, principals who were found to be more satisfied, had five years of post-secondary education and 10-19 years' career experience, and were principals of schools with 20-39 teachers. Principals whose spouse was employed as an educator were more satisfied than those whose spouse was employed in another occupation. Many respondents commented on the long hours required of a principal. A town junior-senior high principal noted:

> Due to the fact that our school is operating from 8.30 a.m. to 10 p.m. from Monday through Thursday, in addition to weekend sports' programmes, my time in school, and responsibility along with it, is over 50 to 60 hours per week.

A rural principal commented:

> I am principal of a 4 teacher school with a class of my own which I teach full-time. I do not get time off for administrative work as conditions are such in the community that relief teachers are unavailable to take my class for the period of time each week to which I am entitled (½ day).

Many commented on the heavy teaching load of a principal and indicated that its consequences were a reduction of professional activities and interference with home life. A number of principals commented on the necessity of dealing with pressing operational tasks at the expense of tasks such as supervision and professional assistance to teachers. A rural junior high principal commented that:

> Business management often consumes far more time than educational decisions and policy directions. This discrepancy should be narrowed.

Differences in satisfaction levels for Salary and Benefits were observed for five variables. Females, principals grouped as Internal Locus of Control (both median split and standard deviation split), and City principals were found to be more satisfied with Salary and Benefits while principals grouped by type of employing authority as Counties and Divisions or who had a teaching assignment involving a High Teaching Workload were found to be less satisfied. Several respondents commented that in small schools, administrative pay appeared to be tied to additional hours required to do the job while they perceived that principals of larger schools were paid for extra responsibility.

Eight differences among groups were found on Resource Adequacy. Groups that were less satisfied included the following: Under 40 years of age, Internal Locus of Control orientation (median split), Rural community setting, First year career experience, four years of post-secondary education, groups of Counties and Divisions principals, Junior High principals (including K-9 rural schools), Small (1-4 teachers) schools, and schools with 5-19 teachers, and principals with a High Teaching Workload. Generally these variables relate to younger and less experienced principals with less formal education who accepted an appointment in a rural location which required heavy teaching duties. More experienced, older and better educated principals who had positions in City schools, tended to be more satisfied with Resource Adequacy. Comments stressed the lack of adequate facilities and staff to maintain required counselling and library services.

CHAPTER 7

FURTHER ANALYSES OF THE SATISFACTION OF SELECTED GROUPS OF RESPONDENTS

The purpose of this chapter is to report data pertinent to two problems. The first was related to differences between respondents grouped according to whether they assessed their satisfaction as being high or low on overall job satisfaction, and Responsibility and Autonomy. In the second problem, an investigation was made of the influence of two variables, Locus of Control, and career experience, on the relationship between satisfaction with job factors and overall job satisfaction. Contained in this section of the chapter are the results of several stepwise multiple regression analyses.

PROBLEM 5: FURTHER ANALYSES OF THE SATISFACTIONS OF RESPONDENTS

Sub-Problem 5.1

"What differences in individual and work variables exist between respondents who indicated high overall job satisfaction and those who indicated slight job satisfaction or dissatisfaction?"

The groups for analysis in this problem were formed on the basis of individual scores on Item 4 of the Overall Satisfaction Instrument. The Most Satisfied group consisted of 90 respondents who indicated "6" as their answer to the extent of satisfaction they experienced with their job in all its aspects. The Least Satisfied group consisted of 47 respondents who indicated "4" or lower as their score to the same question.

Table 44 presents the findings with respect to this analysis. Only variables for which significant differences between the groups were observed, are reported in this table. Significant differences between the two groups were found on three individual variables, three overall satisfaction items and six factors.

Individual variables. Statistically significant differences between Most Satisfied and Least Satisfied respondents were found on age, Locus of Control and career experience. The Most Satisfied group were found to be older and more internal in Locus of Control orientation and to have more career experience than the Least Satisfied group.

On age, the mean, 1.80, of the total group was observed to be lower than the mean of either group used in analysis. On career experience, the mean of the total group, 2.36, was lower than that of the Most Satisfied group but higher than that of the Least Satisfied group. Thus, Least Satisfied respondents tended also to be older than the average age of all principals, but had less career experience.

Table 44

Significant Differences between Respondents Classified as Most Satisfied or Least Satisfied on Overall Job Satisfaction

Variable	Range for each Variable	Most Satisfied[a] (n = 90) Mean	Most Satisfied[a] (n = 90) SD	Least Satisfied[b] (n = 47) Mean	Least Satisfied[b] (n = 47) SD	t	p
Individual Variables							
Age	1 to 3	2.92	0.96	2.36	0.92	3.29	.00
Career Experience	1 to 5	3.46	1.47	2.51	1.27	3.74	.00
Locus of Control	0 to 23	6.70	3.58	8.23	4.26	2.21	.03
Overall Satisfaction Items							
School Effectiveness	1 to 6	5.43	0.72	4.74	0.92	4.82	.00*
Social Relationships	1 to 6	5.42	0.69	4.26	0.97	8.18	.00*
Use of Abilities	1 to 6	5.76	0.48	3.74	1.09	14.94	.00*
Satisfaction Factors							
Liaison at District Level	-3 to +3	0.16	0.99	-0.28	1.00	2.48	.01*
Principal-Teacher Work Involvement	-3 to +3	0.37	0.87	-0.67	1.20	5.80	.00*
Responsibility and Autonomy	-3 to +3	0.49	0.83	-0.47	1.16	5.58	.00*
Status Recognition	-3 to +3	0.14	0.85	-0.49	1.28	3.47	.00*
Task Demands	-3 to +3	0.35	0.83	-0.23	1.14	3.41	.00
Rapport with Students	-3 to +3	0.22	0.96	-0.28	1.05	2.81	.01

* Modified by Welch T Prime Adjustment of t Tests.

a "Most Satisfied" means a score of 6.

b "Least Satisfied" means a score of 1 to 4.

On Locus of Control, the mean of both groups used in analysis was higher than that of the total group, 6.62. Thus, Least Satisfied principals tended to be more external in their orientation than other principals.

Overall satisfaction items. Statistically significant differences were found on the three variables, School Effectiveness, Social Relationships, and Use of Abilities. In each case, the associated probability was .00. The means of the Most Satisfied group were found to be significantly higher than the means of the Least Satisfied group. The item, Use of Abilities, had the highest mean of the three items for the Most Satisfied group, but the lowest mean for the Least Satisfied group.

Satisfaction factors. Statistically significant differences were found on six factors, Liaison at District Level, Principal-Teacher Work Involvement, Responsibility and Autonomy, Status Recognition, Task Demands, and Rapport with Students. No significant differences were found for Salary and Benefits, and Resource Adequacy. Inspection of the means for each variable on which a statistically significant difference was found, indicated that those of the Most Satisfied group were higher than those of the Least Satisfied group.

Sub-Problem 5.2

"What differences in individual and work variables exist between respondents who indicated that they were most satisfied with the factor which was the best predictor of overall job satisfaction, and those who were least satisfied or dissatisfied with this factor?"

Because of the finding in Sub-Problem 2.2 that Responsibility and Autonomy was the first predictor of overall job satisfaction, this factor was selected for further analysis. Respondents were grouped so that those who scored one standard deviation above the mean formed the group, High on Responsibility and Autonomy, while those who scored one standard deviation below the mean formed the group Low on Responsibility and Autonomy. The number of respondents in each group was 45 and 47 respectively.

Statistically significant differences between the two groups were found for four variables. Table 45 presents the group differences on only those variables for which they were statistically significant. On the Budget Decision Scale, the mean of the group, High on Responsibility and Autonomy, was higher and significantly different from the group, Low on Responsibility and Autonomy. A significant difference was also observed on career experience. In this case, the mean of those Low on Responsibility and Autonomy was higher than the mean of the High group, indicating that the group least satisfied with Responsibility and Autonomy had more

Table 45

Significant Differences between Groups Classified as High and Low on Responsibility and Autonomy

Variable	Range	High Responsibility and Autonomy a (n = 45)		Low Responsibility and Autonomy b (n = 47)			
		Mean	SD	Mean	SD	t	p
Budget Decision Scale	1-6	4.71	1.24	3.47	1.84	3.79	.00*
Career Experience	1-5	2.78	1.38	3.70	1.65	2.90	.00
Use of Abilities	1-6	5.49	0.84	4.36	1.15	5.34	.00*
Overall Job Satisfaction	1-6	5.42	0.72	4.60	1.12	4.20	.00*

* Modified by Welch T Prime Adjustment of t Tests.

a "High" means a factor score at least one SD above mean.

b "Low" means a factor score at least one SD below mean.

career experience. For both satisfaction with Use of Abilities and overall job satisfaction, significant differences occurred, with the mean of the group, High on Responsibility and Autonomy, being higher than that of the group, Low on Responsibility and Autonomy. In each case, the mean of the total group fell between the means of the two groups used in analysis. Thus, respondents who were High on Responsibility and Autonomy tended to have less career experience but made more operational decisions within the school as measured by the Budget Decision Scale. Also, these respondents experienced more overall job satisfaction and were more satisfied with the use of their abilities.

PROBLEM 6: RELATIONSHIP OF SPECIFIC INDIVIDUAL VARIABLES ON THE OVERALL JOB SATISFACTION/SATISFACTION FACTORS INTERACTION

"What is the relationship of selected individual variables on the interaction between satisfaction with job factors and overall job satisfaction?"

Variables Selected for Analysis

Two variables were used during this analysis, Locus of Control and career experience. These variables were selected for further analyses because they satisfied the following criteria:

(1) that the selected variables would be of a personal

or professional nature,

(2) that there would be significant differences between groups on overall job satisfaction, and

(3) that there would be significant differences between groups on some of the satisfaction factors.

Three variables were identified as meeting these criteria, Locus of Control (standard deviation split), age, and career experience. Pearson product-moment correlations between these variables were as follows:

Locus of Control and age, r = -.01

age and career experience, r = .63

Locus of Control and career experience, r = .01.

Analysis of variance between groups classified on personal, social, professional and organizational variables indicated no statistical differences between individual variables on Locus of Control. Following examination of these findings, a decision was made to use Locus of Control and career experience as variables for further analysis. Both variables have been of recent interest to theorists. Investigation of the work satisfactions of respondents grouped according to Locus of Control, has been the focus of studies by Evans (1973) and Mitchell, Smyser and Weed (1975). Theorists such as Wild and Dawson (1976), and Van Maanen and Katz (1976), have investigated career satisfactions. This study has examined the influence of the internal-external Locus of Control and the different periods of career experience on overall job satisfaction, and on the relationship between satisfaction with factors and overall job satisfaction.

In the investigation of the problem, the researcher used stepwise multiple regression analysis. The results of these analyses for different groups (Locus of Control and career experience) and an examination of the standard partial regression coefficients are discussed in Sub-Problems 6.1 and 6.2.

Sub-Problem 6.1

Locus of control. The Internal, Intermediate and External groups formed by the standard deviation split were used for further analysis.

This Sub-Problem was concerned with the collective relationships between eight factors, Liaison at District Level, Principal-Teacher Work Involvement, Responsibility and Autonomy, Status Recognition, Task Demands, Salary and Benefits, Resource Adequacy, and Rapport with Students, and overall job satisfaction for respondents classified by Locus of Control. Groups used for analyses were Internal group (n = 39), Intermediate group (n = 228), and External group (n = 49).

Internal group. Two predictor variables, Principal-Teacher Work Involvement and Salary and Benefits, together accounted for 56.03 percent of the variance in overall job satisfaction. The first predictor variable to emerge, Principal-Teacher Work Involvement, accounted for 45.96

percent of the variance. An observation of the correlation of the second predictor variable, Salary and Benefits, with overall job satisfaction, indicated that it was inversely correlated, -0.32. Thus, for the Internal group, those who were more satisfied with the job in all its aspects were less satisfied with Salary and Benefits.

External group. Four predictor variables, Principal-Teacher Work Involvement, Status Recognition, Responsibility and Autonomy, and Task Demands, together accounted for 51.22 percent of the variance in overall job satisfaction.

The first three predictor variables accounted for approximately equal percentages of the variance, and in combination accounted for 43.23 percent of variance in overall job satisfaction. In contrast to the Internal group, the first predictor, Principal-Teacher Work Involvement, accounted for only 13.25 percent of the variance.

Intermediate group. Six variables were significant predictors of overall job satisfaction, accounting for 30.06 percent of the variance. The first predictor, Responsibility and Autonomy, accounted for 13.21 percent of the variance. The other significant predictors were Liaison at District Level, Principal-Teacher Work Involvement, Task Demands, Status Recognition, and Salary and Benefits.

The results of attempts to use stepwise multiple regression analysis to determine the best predictors of overall job satisfaction for each group, are reported in Table 46. This table shows the criterion variable used, the significant predictor variables ($p \leq .05$), the first non-significant predictor variable to enter the regression analysis and the individual and cumulative percentage of variance accounted for by the predictor variables.

Table 47 gives the standard partial regression coefficients between satisfaction with job factors and overall job satisfaction for each of the three Locus of Control groups. Attitudes to Liaison at District Level, Principal-Teacher Work Involvement, Responsibility and Autonomy, Status Recognition, Task Demands, and Salary and Benefits appeared to be affected by Locus of Control. Principal-Teacher Work Involvement was the only factor which was a significant predictor of overall job satisfaction for each group. The strongest relationship between this factor and overall job satisfaction was found for the Internal group, although it was associated with overall job satisfaction for both the External and Intermediate groups. While Responsibility and Autonomy was the major predictor of overall job satisfaction for the Intermediate group and the predictor contributing the greatest percentage of variance to overall job satisfaction for the External group, its contribution to the overall job satisfaction of the Internal group was not significantly different from zero.

Satisfaction with Status Recognition and Task Demands appeared to be associated with the extent of overall job

Table 46

Stepwise Multiple Regression Analysis for Locus of Control Using Eight Predictor Variables with Overall Job Satisfaction

Criterion Variable	Predictor Variables	Increase in Prediction		% of Variance	
		F	p	Individual	Cumulative
Overall Job Satisfaction Internal Group (n = 39)	1. Principal-Teacher Work Involvement	31.47	.00	45.96	45.96
	2. Salary and Benefits	8.25	.01	10.07	56.03
	3. Liaison at District Level	2.05	.16	2.38	58.41
Overall Job Satisfaction External Group (n = 49)	1. Principal-Teacher Work Involvement	7.18	.01	13.25	13.25
	2. Status Recognition	9.58	.00	14.96	28.21
	3. Responsibility and Autonomy	11.90	.00	15.02	43.23
	4. Task Demands	7.21	.01	7.99	51.22
	5. Salary and Benefits	0.91	.35	1.01	52.23
Overall Job Satisfaction Intermediate Group (n = 228)	1. Responsibility and Autonomy	34.39	.00	13.21	13.21
	2. Liaison at District Level	13.27	.00	4.83	18.04
	3. Principal-Teacher Work Involvement	14.01	.00	4.83	22.87
	4. Task Demands	13.84	.00	4.50	27.37
	5. Status Recognition	4.13	.04	1.33	28.70
	6. Salary and Benefits	4.29	.04	1.36	30.06
	7. Rapport with Students	0.59	.44	0.19	30.25

Table 47

Standard Partial Regression Coefficients between Satisfaction with Job Factors and Overall Job Satisfaction for Locus of Control Groups

Factor	Internal (n = 39)	Intermediate (n = 228)	External (n = 49)
Liaison at District Level	-.15	.24*	.02
Principal-Teacher Work Involvement	.74*	.23*	.41*
Responsibility and Autonomy	-.02	.39*	.33*
Status Recognition	.08	.12*	.42*
Task Demands	-.15	.21*	.26*
Salary and Benefits	-.31*	.12*	.12
Resource Adequacy	.05	.02	-.05
Rapport with Students	-.12	.04	.07

* Significant predictors of Overall Job Satisfaction beyond the .05 level.

satisfaction for the External group while Salary and Benefits was associated with the overall job satisfaction for the Internal group. However, the coefficient for this variable and for four others, indicated a negative relationship between Internal Locus of Control, overall job satisfaction, and satisfaction with job factors. For only the Intermediate group was Liaison at District Level a significant predictor of overall job satisfaction.

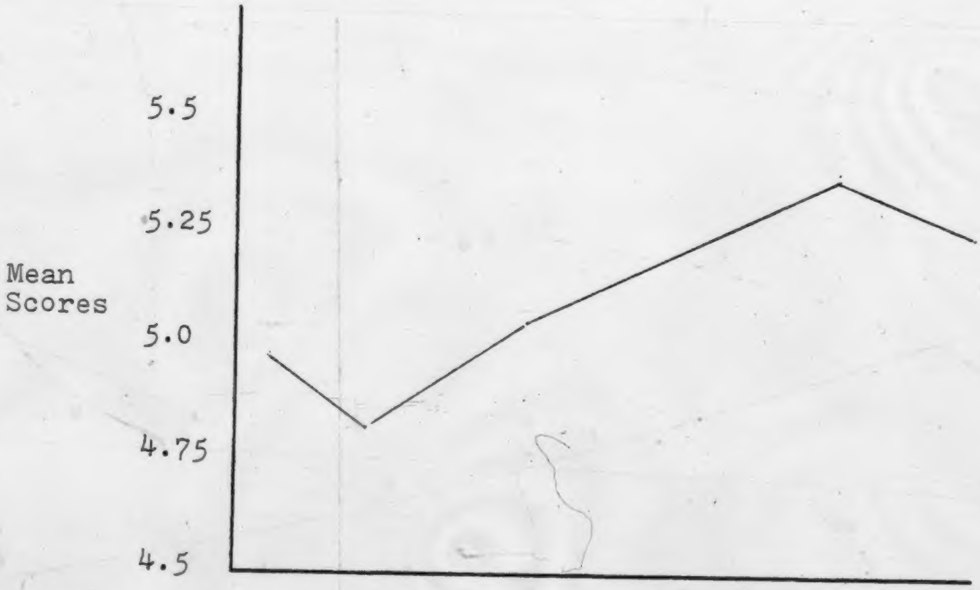
Sub-Problem 6.2: Career Experience

Five groups were formed for stepwise multiple regression analysis, First year (n = 42), 2-4 years (n = 77), 5-9 years (n = 90), 10-19 years (n = 86), and 20 and more years (n = 32). Reported in this section are:

(1) satisfaction patterns with overall job satisfaction,

(2) factors of the job which were the best predictors of overall job satisfaction for different career stages, and standard partial regression coefficients to indicate the relationship of career stages on satisfaction with factors of the job and overall job satisfaction interaction.

Figure 5 contains the satisfaction pattern with Item 4, Overall Job Satisfaction, for principals in different career stages. Inspection of the figure indicates that the principals' level of overall job satisfaction declined during the early career stages following the initial year in the job. However, an upswing in satisfaction occurred during 5-9 years on the job and continued until the



Career Stage	=	1	2-4	5-9	10-19	20+
n	=	42	77	90	86	32
Mean	=	4.93	4.77	5.01	5.33	5.22

Figure 5. Satisfaction pattern for overall job satisfaction for five career stages.

twentieth year. Senior principals with 20 and more years' experience indicated a slight decrease in their level of overall job satisfaction, but the drop was small. With the exception of the 10-19 years group, the 20 and more career stage was found to be more satisfied than the other groups.

A stepwise multiple regression analysis using eight predictor variables with overall job satisfaction, was undertaken for each stage of career experience. The eight predictor variables were Liaison at District Level, Principal-Teacher Work Involvement, Responsibility and Autonomy, Status Recognition, Task Demands, Salary and Benefits, Resource Adequacy, and Rapport with Students. The results of attempts to determine the best predictors of overall job satisfaction for five career stages are summarized in Table 48. This table shows the criterion variable, the significant predictor variables ($p \leqslant .05$), the first non-significant predictor variable to enter the regression analysis, and the individual and cumulative percentage of variance accounted for by the predictor variables.

First year principals. The best predictor of overall job satisfaction for First year principals was Principal-Teacher Work Involvement. This factor which was the only predictor which was statistically significant, accounted for 17.01 percent of the variance.

Table 48

Stepwise Multiple Regression Analysis for Stages of Career Experience Using Eight Predictor Variables with Overall Job Satisfaction

Criterion Variable	Predictor Variables (In order of entry into the regression analysis)	Increase in Prediction		% of Variance	
		F	p	Individual	Cumulative
Overall Job Satisfaction First Year Principals (n = 42)	1. Principal-Teacher Work Involvement	8.20	.01	17.01	17.01
	2. Liaison at District Level	1.53	.22	3.14	20.15
Overall Job Satisfaction 2-4 Year Principals (n = 77)	1. Responsibility and Autonomy	12.51	.00	14.29	14.29
	2. Liaison at District Level	10.27	.00	10.45	24.74
	3. Principal-Teacher Work Involvement	4.29	.04	4.18	28.92
	4. Status Recognition	3.39	.07	3.19	32.11
Overall Job Satisfaction 5-9 Year Principals (n = 90)	1. Responsibility and Autonomy	27.68	.00	23.93	23.93
	2. Task Demands	10.00	.00	7.84	31.77
	3. Principal-Teacher Work Involvement	10.31	.00	7.31	39.08
	4. Status Recognition	8.23	.01	5.37	44.45
	5. Liaison at District Level	3.99	.05	2.52	46.97
	6. Rapport with Students	1.32	.25	0.83	47.80

Table 48 (cont)

Criterion Variable	Predictor Variables (In order of entry into the regression analysis)	Increase in Prediction		% of Variance	
		F	p	Individual	Cumulative
Overall Job Satisfaction 10-19 Year Principals (n = 86)	1. Principal-Teacher Work Involvement	12.32	.00	12.79	12.79
	2. Responsibility and Autonomy	4.14	.05	4.14	16.93
	3. Rapport with Students	3.46	.07	3.37	20.30
Overall Job Satisfaction 20 and more Year Principals (n = 32)	1. Principal-Teacher Work Involvement	8.54	.01	22.17	22.17
	2. Responsibility and Autonomy	8.83	.01	18.17	40.34
	3. Liaison at District Level	0.95	.34	1.97	42.31

2-4 year principals. Three factors, Responsibility and Autonomy, Liaison at District Level, and Principal-Teacher Work Involvement, collectively accounted for 28.92 percent of the variance in overall job satisfaction. The first predictor, Responsibility and Autonomy, accounted for 14.29 percent of the variance in overall job satisfaction, while the second predictor, Liaison at District Level, was associated with an additional 10.45 percent of the variance.

5-9 year principals. Five factors accounted for 46.97 percent of the variance in overall job satisfaction. The best predictor for this career stage was Responsibility and Autonomy, which accounted for 23.92 percent of the total variance. The other predictor factors were Task Demands, Principal-Teacher Work Involvement, Status Recognition, and Liaison at District Level.

10-19 year principals. Only 16.93 percent of the total variance in overall job satisfaction for this career stage was accounted for by the two significant predictor factors, Principal-Teacher Work Involvement, and Responsibility and Autonomy. The first predictor variable to emerge, Principal-Teacher Work Involvement, accounted for 12.79 percent of the variance.

20 and more year principals. Two significant predictor factors, Principal-Teacher Work Involvement, and

Responsibility and Autonomy, collectively accounted for 40.34 percent of the variance in overall job satisfaction. Principal-Teacher Work Involvement, which was the first factor to emerge, contributed 22.17 percent of the variance while Responsibility and Autonomy accounted for 18.17 percent.

Table 49 contains the standard partial regression coefficients for the eight factors obtained in the stepwise multiple regression analysis of overall job satisfaction for each of five career stages. The table presents the standard partial regression coefficients for each of these five career stages to show the relationship between each factor and overall job satisfaction.

An inspection of the coefficients for each factor across the career stages indicated that Responsibility and Autonomy, and Principal-Teacher Work Involvement were the major predictors of overall job satisfaction. Responsibility and Autonomy contributed less to the overall job satisfaction of First year principals but from there on, had a stronger relationship. Principal-Teacher Work Involvement also appeared to be related to overall job satisfaction for principals at all career stages although its association with overall job satisfaction appeared to be strongest with principals with more than ten years' experience.

An examination of the relationship of other factors with overall job satisfaction produced the following observations. Satisfaction with Salary and Benefits appeared

Table 49

Standard Partial Regression Coefficients between Satisfaction with Job Factors and Overall Job Satisfaction for Five Stages of Career Experience

Factor	First Year (n = 42)	2-4 Years (n = 77)	5-9 Years (n = 90)	10-19 Years (n = 86)	20 and More Years (n = 32)
Liaison at District Level	.34	.33*	.15*	.07	.15
Principal-Teacher Work Involvement	.29*	.27*	.28*	.34*	.52*
Responsibility and Autonomy	.13	.44*	.42*	.22*	.41*
Status Recognition	.23	.21	.23*	.06	.06
Task Demands	.24	.17	.27*	.12	-.07
Salary and Benefits	.34	-.01	.04	.09	-.13
Resource Adequacy	-.15	-.07	-.01	.04	.01
Rapport with Students	-.04	-.08	.10	.19	-.03

* Significant predictors of Overall Job Satisfaction beyond the .05 level.

to be related to overall job satisfaction only for First year principals, while Liaison at District Level appeared to be associated with overall job satisfaction for principals up to nine years of experience.

To a lesser extent, Status Recognition, and Task Demands appeared to be related to overall job satisfaction for principals with less than ten years' experience. Neither Resource Adequacy, nor Rapport with Students appeared to be associated with overall job satisfaction for any stage of career experience when controlling for other variables.

SUMMARY

A further investigation was carried out in Problem 5 on the satisfaction of groups of respondents identified as:

(1) highly satisfied or slightly satisfied and dissatisfied on overall job satisfaction, and

(2) High on Responsibility and Autonomy (scores one standard deviation above the mean) and Low on Responsibility and Autonomy (scores one standard deviation below the mean).

In comparison with Least Satisfied respondents on overall job satisfaction, the respondents in the Most Satisfied group were found to be older, more experienced and more internal in Locus of Control. Those in the Least Satisfied group were found to be more external in orientation than other principals and older than the average age of the total group, but with fewer years of career experience. On three overall satisfaction items and on six satisfaction factors, statistically significant differences were found. In each case, the mean of the Most Satisfied group was greater than that of the Least Satisfied group.

The group High on Responsibility and Autonomy experienced more overall job satisfaction and was more satisfied with the use of their abilities. In addition, they tended to have less career experience and make more operational decisions as measured by the Budget Decision Scale.

The relationship of individual variables on the satisfaction factors/overall job satisfaction interaction was investigated in Problem 6. Differences were found in predictor variables contributing to overall job satisfaction for different groups, classified on Locus of Control and career experience. For Internal Locus of Control, Principal-Teacher Work Involvement was the major predictor of overall job satisfaction, while the second predictor, Salary and Benefits, was inversely correlated. Four predictor variables, Principal-Teacher Work Involvement, Status Recognition, Responsibility and Autonomy and Task Demands accounted for most of the variance in overall job satisfaction for External Locus of Control.

Career experience groups showed variations in the extent of overall job satisfaction, with satisfaction levels tending to rise with increasing experience. The relationship between satisfaction factors and overall job satisfaction appeared to vary with different career stages, although Principal-Teacher Work Involvement, and Responsibility and

Autonomy were the major predictors. Liaison at District Level appeared to be associated with overall job satisfaction only for principals up to nine years' experience. Other findings such as the relationship between Salary and Benefits and overall job satisfaction for First year career experience, and between Status Recognition and Task Demands and overall job satisfaction for principals up to 10 years' experience suggested that overall job satisfaction was not static.

CHAPTER 8

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The first section of this chapter contains a summary of the nature of the study, the instrumentation and research methodology, the sample and major findings. Conclusions drawn from the findings and implications are discussed in the second section.

SUMMARY

Nature of the Study

The purpose of the study was to investigate the overall job satisfaction of school principals in the Province of Alberta, and to determine aspects of the job which contributed to their job attitudes. The framework developed for this study resulted from the consideration of the relationships among overall job satisfaction, satisfaction with aspects and clusters of aspects, and individual variables. Overall job satisfaction was conceptualized by different theorists in the following ways:

(1) the extent of fulfilment of an individual's higher level needs (Schaffer, 1953; Maslow, 1970; Porter et al., 1975),

(2) the extent to which Motivator and Hygiene factors are present in the job (Herzberg, 1959), and

(3) the extent of satisfaction with the job in all its aspects (Lawler, 1973).

The following points emerged from the literature concerning the relationship between overall job satisfaction and satisfaction with aspects of the job:

(1) both overall job satisfaction and satisfaction with aspects of the job can be viewed in terms of the discrepancy between ideal and actual states (Holdaway, 1978b),

(2) overall job satisfaction is determined by some combination of feelings about aspects of the job, and

(3) intrinsic aspects of the job appear to contribute more to overall job satisfaction than do interpersonal or extrinsic aspects.

Individual variables were included in Lawler's model as a source of variation in job attitudes. A number of individual variables were identified from the literature and were classified as personal, social, professional and organizational. The study investigated group differences on the individual variables for overall job satisfaction and for aspects of the job. Further, following the approach of Wild and Dawson (1976), the study examined the relationship between specific individual variables on the interaction between satisfaction with aspects and clusters of aspects, and overall job satisfaction.

Instrumentation and Methodology

Data were collected with a questionnaire, Sources of

Principal Satisfaction. The instrument, developed for this study, sought information pertaining to personal characteristics, overall satisfaction, internal-external Locus of Control, item satisfaction and sources of job attitudes. The Rotter scale was used to measure Locus of Control. A six point Likert-type scale was used in the sections relating to the extent of overall satisfaction and item satisfaction.

The questionnaire was reviewed by a panel of graduate students in educational administration and pilot-tested with a group of Edmonton and District principals. A stratified random sample of 410 principals received questionnaires and a total of 350 returns was received of which 327 were usable. The sample which was stratified on the basis of employing authority, was found to be representative of principals throughout Alberta for administrative assignment.

Review of Major Findings

Findings are summarized in this chapter as they apply to each of the six problems which were investigated.

Problem 1: Overall Satisfaction

Sub-Problem 1.1. "To what extent do principals experience overall job satisfaction?"

(1) On each of the four items of the Overall Satisfaction Instrument, more than 90 percent of respondents indicated that they were satisfied. The mean scores

approximated the response category, Moderately Satisfied.

(2) The correlation of overall job satisfaction with items in the Overall Satisfaction Instrument and Item Satisfaction Instrument, revealed that the two variables with which overall job satisfaction was most highly correlated were Use of Abilities and Sense of Accomplishment.

Sub-Problem 1.2. "Which facets of the job are personally selected by principals as leading to their overall satisfaction and overall dissatisfaction with the job?"

(1) The five most commonly identified facets of the job contributing to overall satisfaction were Relationships with Teachers (30.1 percent), Sense of Accomplishment (28.5 percent), Responsibility (26 percent), Interpersonal Relationships in the Work Environment (24.7 percent), and Autonomy (22.4 percent). Approximately half of the respondents identified one aspect as being associated with relationships with teachers, and the other with responsibility and autonomy.

(2) The major facet personally identified by respondents as contributing to overall dissatisfaction was Administration and Policies (44.2 percent). In addition, a related category, Constraints in the Overall System of Educational Administration (18.5 percent) contributed to overall dissatisfaction. One third of respondents identified categories related to Amount of Work (22.4 percent), and

Challenge of Work (11.9 percent). In addition, approximately a third of respondents referred to Relationships with Parents (16.8 percent), or Attitudes of Society (16.2 percent).

(3) An analysis of the contribution of facets to overall satisfaction and overall dissatisfaction indicated that seven facets contributed more to satisfaction than dissatisfaction, and eight facets contributed more to dissatisfaction than satisfaction. Five facets, including Challenge of Work, Student Attitudes and Performance, and Pay and Benefits, did not differ significantly in their contribution to either overall satisfaction or overall dissatisfaction.

(4) Two facets dealing mainly with relationships with teachers, were found to contribute more to overall satisfaction than overall dissatisfaction.

(5) Categories were regrouped for analysis to form Motivator and Hygiene factors (Herzberg, 1959). The analysis focused on the contribution of both factors to overall satisfaction and overall dissatisfaction. The Motivator factor was observed to contribute more to overall satisfaction while the Hygiene factor contributed more to overall dissatisfaction.

(6) When categories were grouped to form three categories, Intrinsic, Interpersonal and Extrinsic, both Intrinsic and Interpersonal categories were observed to contribute more to overall satisfaction than to overall

dissatisfaction, while the Extrinsic category contributed more to overall dissatisfaction than overall satisfaction.

Sub-Problem 1.3. "To what extent do facets of the job personally selected by principals as leading to their overall satisfaction and their overall dissatisfaction vary in relation to principals' characteristics?"

(1) Differences were found for groups classified on the basis of type of employing authority and career experience related to the choice of Motivator and Hygiene factors contributing to overall satisfaction.

(2) Differences were found for groups classified on the basis of Locus of Control, sex, community setting, marital status and organizational size related to the choice of Motivator and Hygiene factors contributing to overall dissatisfaction.

Problem 2: Item Satisfaction

Sub-Problem 2.1. "Which items of the job contribute to principals' job satisfaction?"

(1) On 25 items, more than 80 percent of principals indicated that they were satisfied. On only one item, Consultation between the board and teachers concerning working conditions, was less than 50 percent satisfied.

(2) Factor analysis of the 45 items resulted in an

eight factor solution which accounted for 56.53 percent of the total variance. The eight factors were Liaison at District Level, Principal-Teacher Work Involvement, Responsibility and Autonomy, Status Recognition, Task Demands, Salary and Benefits, Resource Adequacy, and Rapport with Students.

Sub-Problem 2.2. "Which satisfaction factors are the the best predictors of overall job satisfaction?"

(1) Five significant predictor variables of overall job satisfaction were identified by stepwise multiple regression analysis. These variables, Responsibility and Autonomy, Principal-Teacher Work Involvement, Liaison at District Level, Task Demands, and Status Recognition, accounted for 30.56 percent of the variance. Three of the factors relate to the intrinsic nature of the work and two to interaction involved in the work setting.

(2) The first predictor, Responsibility and Autonomy, accounted for 11 percent of the variance, and in combination with Principal-Teacher Work Involvement accounted for 19.59 percent of the variance in overall job satisfaction.

Problem 3: Overall Job Satisfaction and Principals' Characteristics

"To what extent are differences in the level of overall job satisfaction of principals associated with personal, social, professional and organizational variables?"

Differences in overall job satisfaction between groups were associated with two personal variables, age and Locus of Control, a professional variable, career experience, and three organizational variables, type of employing authority, organizational size, and teaching assignment. Less satisfaction was experienced by principals who were younger, of an external orientation (standard deviation split), and with less than five years' career experience. More satisfaction was experienced by Districts' principals, principals of medium-large schools (from 20-39 teachers), and principals who taught less than 5 hours per week.

Problem 4: Satisfaction Factors and Principals' Characteristics

"To what extent are differences in the level of principal satisfaction with job factors associated with personal, social, professional and organizational variables?"

Differences between groups occurred on seven of the eight factors. No significant differences were observed for Rapport with Students. The following statistically significant findings related to satisfaction with job factors were found:

Personal variables. Age. Younger principals were less satisfied than other principal groups with Principal-Teacher Work Involvement, and Resource Adequacy.

Sex. Female principals were more satisfied with Salary and Benefits.

Locus of Control (standard deviation split). The Internal group was more satisfied with Principal-Teacher Work Involvement, Status Recognition, and Salary and Benefits.

Social variables. Community setting. Less satisfaction was experienced by City principals with Liaison at District Level, Town principals with Principal-Teacher Work Involvement, and Salary and Benefits, and Rural principals with Salary and Benefits, and Resource Adequacy.

Employment status of spouse. Principals whose spouse was a full-time educator were more satisfied with Task Demands.

Professional variables. Career experience. Experienced principals were less satisfied with Responsibility and Autonomy, while new principals were less satisfied with Task Demands, and Resource Adequacy.

Educational level. Principals with highest educational levels were less satisfied with Liaison at District Level while principals with the lowest educational level were less satisfied with Task Demands, and Resource Adequacy.

Organizational variables. Type of employing authority. Differences were found on six factors for this variable. City principals were more satisfied with Salary and Benefits, but less satisfied than all other groups with Liaison at District Level. A difference between the City groups was observed on Responsibility and Autonomy, with City A being less satisfied than City B. Principals in Districts were the most satisfied group with respect to Liaison at District Level but were less satisfied with Responsibility and Autonomy. Principals in Counties were less satisfied with Principal-Teacher Work Involvement, and Responsibility and Autonomy, and together with principals in Divisions, composed a group less satisfied with Resource Adequacy, and Salary and Benefits.

Administrative assignment. Less satisfaction was observed for Elementary principals on Liaison at District Level, Junior High principals on Resource Adequacy, and Senior High principals on Status Recognition, and Principal-Teacher Work Involvement.

Organizational size. Principals of smaller schools were less satisfied with Task Demands, and Resource Adequacy.

Teaching assignment. Principals who taught less than ten hours per week were less satisfied with Liaison at District Level, while principals with a heavier teaching load were less satisfied with Salary and Benefits, and Resource Adequacy.

Budget decision scale. The centralized group was less satisfied with Responsibility and Autonomy than the decentralized group.

An examination of these findings in relation to the seven factors on which statistically significant differences were found led to the following conclusions:

Liaison at district level. Less satisfaction with this factor was experienced by principals of large elementary schools. Generally, these principals were employed in larger complex systems and had more years of formal education.

Principal-teacher work involvement. Less satisfaction was found for younger principals, and for those with an External Locus of Control orientation. In general, the less satisfied principals were located in Towns and were employed by County jurisdictions. City principals were more satisfied with this factor.

Responsibility and autonomy. Less satisfaction was reported by principals of more than twenty years' experience, and by principals who were employed in either large, complex systems or in small systems. However, principals in City B and principals who were grouped as Decentralized on the Budget Decision Scale were more satisfied on this factor.

Status recognition. Less satisfaction was experienced by Senior High principals and by principals classified as External Locus of Control orientation.

Task demands. Less satisfaction with this factor was found for principals with less formal education, in-charge-of small schools, and for those in the first year of career experience. Principals whose spouses were employed as educators were more satisfied with Task Demands than those whose spouses were employed in other occupations.

Salary and benefits. Females, principals grouped as Internal Locus of Control, and City principals were more satisfied with this factor. Less satisfaction was found for principals employed in Counties and Divisions or who had a teaching assignment in excess of 10 hours per week.

Resource adequacy. Generally, less satisfaction with this factor was reported by younger and less experienced principals with less formal education who accepted an appointment in a rural location which required a teaching assignment in excess of 10 hours per week.

Problem 5: Further Analyses of the Satisfactions of Respondents

Sub-Problem 5.1. "What differences in individual and work variables exist between respondents who indicated high overall job satisfaction and those who indicated slight job satisfaction or dissatisfaction?"

Statistically significant differences were observed on age, career experience and Locus of Control. In comparison with the means of the total group, both the Most Satisfied and Least Satisfied groups tended to be older and more external in Locus of Control orientation. However, the Most Satisfied group was more experienced than the total group while the Least Satisfied group was less experienced. A comparison of both groups indicated that the Most Satisfied group was older and more experienced than the Least Satisfied group which was more external in Locus of Control orientation. Statistically significant differences were also found between the Most Satisfied group and Least Satisfied group on three Overall Satisfaction items and on six factors. In each case, the mean of the Most Satisfied group was higher than the mean of the Least Satisfied group. Observation of the means of the Least Satisfied group indicated that less satisfaction was experienced on Use of Abilities, on Principal-Teacher Work Involvement, and Responsibility and Autonomy. These same variables provided the greatest extent of satisfaction for the Most Satisfied group.

Sub-Problem 5.2. "What differences in individual and work variables exist between respondents who indicated that they were most satisfied with the factor which was the best predictor of overall job satisfaction, and those who were least satisfied with this factor?"

Statistically significant differences between the groups, High on Responsibility and Autonomy, and Low on Responsibility and Autonomy, were found on four variables. Principals grouped as High on Responsibility and Autonomy, were found to be less experienced, more satisfied with the job in all its aspects and more satisfied with the use of abilities than those grouped as Low on Responsibility and Autonomy. In addition, the High group tended to make more in-school decisions than the Low group, as measured by the Budget Decision Scale.

Problem 6: Relationship of Specific Individual Variables on the Overall Job Satisfaction/Satisfaction Factors Interaction

"What is the relationship of selected individual variables in the interaction between satisfaction with job factors and overall job satisfaction?"

Two variables, Locus of Control, and career experience were selected for this investigation. Findings pertaining to Locus of Control were:

(1) Principal-Teacher Work Involvement was the first predictor of overall job satisfaction to emerge for both the Internal and External groups. The factor contributed 45.96 percent of the variance in overall job satisfaction for the Internal group and 13.25 percent for the External group.

(2) Salary and Benefits was a significant predictor of overall job satisfaction for the Internal group, but its correlation of -.32 suggested that for this group, the more overall job satisfaction they reported, the less satisfaction they experienced with Salary and Benefits.

(3) Responsibility and Autonomy was a significant predictor

of overall job satisfaction for the External and Intermediate groups but not for the Internal group.

(4) Status Recognition and Task Demands were predictors of overall job satisfaction for the External group (in addition to the two factors already mentioned) and contributed more to the variance in overall job satisfaction for this group than for either of the other two groups.

(5) Six predictors of overall job satisfaction were determined for the Intermediate group, accounting for 30.28 percent of the total variance.

Findings pertaining to career experience were:

(1) Overall satisfaction was found to vary over the stages of career experience. Overall satisfaction declined after the first year, but from the fifth year showed an upswing which tended to continue with increasing experience.

(2) Principal-Teacher Work Involvement was a significant predictor of overall job satisfaction for each stage of career experience.

(3) Responsibility and Autonomy also was a major predictor of overall job satisfaction except for First year principals.

(4) Satisfaction with Salary and Benefits appeared to be related to overall job satisfaction only for First year principals.

(5) Satisfaction with Liaison at District Level, Status Recognition, and Task Demands appeared to be related to overall job satisfaction for principals with less than ten years' experience.

CONCLUSIONS AND IMPLICATIONS

Relevance of the Findings to the Literature on Satisfaction

In this section, specific findings of the study are discussed in relation to the general literature on job satisfaction which was reviewed in Chapter 2.

Overall satisfaction. In general, principals were found to be satisfied with the job and with aspects of the job. Principals who reported the least overall job satisfaction experienced less need fulfilment than other principals. This was evident for both the measure of lower order needs, Social Relationships, and the measure of higher order needs, Use of Abilities. There was less fulfilment of higher order needs than of lower order needs. In contrast, principals who reported the most overall job satisfaction, experienced a high level of fulfilment of higher order needs, even more than of lower order needs.

The following conclusions relate findings from this study to the two-factor theory of Herzberg. First, the theory as stated in the review of the literature in Chapter 2, that all motivators combined contribute more to overall satisfaction than to overall dissatisfaction, and that all hygienes combined contribute more to overall dissatisfaction than to overall satisfaction held true in this study.

Second, in general, principals derived their overall satisfaction from their work relationships with teachers, responsibility and autonomy in the job content, and a personal sense of accomplishment. In general, their overall dissatisfaction was derived from administration and policies, the type and amount of work, prevailing societal attitudes towards education and parental attitudes towards the school.

Third, in contrast to Herzberg's Theory and to findings reported in Chapter 2, interpersonal relationships with teachers were found to contribute more to overall satisfaction than to overall dissatisfaction. Interaction in the work environment, particularly with co-workers within the school was described in the literature review as a key component of principal activity and was personally identified by principals in the study as a source of overall satisfaction. Findings related to Pay and Benefits, Challenge of Work, and Student Attitudes and Performance, indicated that these three areas were not significantly different in their contribution to either overall satisfaction or overall dissatisfaction.

Fourth, in this study, differences in the contribution of the Motivator and Hygiene factors to overall satisfaction and overall dissatisfaction were found to be associated with seven individual characteristics. In each case, the relationship was of low strength. In general, with some modification for variations found in the interpersonal aspects, the overall satisfaction and overall dissatisfaction of school principals tended to follow Herzberg's two-factor theory.

Satisfaction with aspects of the job. Factor analysis of the 45 satisfaction items revealed eight underlying clusters of aspects associated with principal job satisfaction. These were related to the nature, type and amount of work, status and prestige, work interaction with district administration, teachers and students, salary and benefits, and availability of resources. In relation to factors discussed in Chapter 2, two aspects, variety and amount of work, conceptualized as part of the Work Itself and Working Conditions respectively, combined in the study to compose the factor, Task Demands. In addition, aspects of the job related to negotiations loaded on Liaison at District Level.

Overall satisfaction/item satisfaction interaction. The factor relating to the Work Itself was found to have the highest relationship with overall job satisfaction. In general, intrinsic aspects of the job relating to nature, type and amount of work, and status, as well as interpersonal aspects relating to work interaction with teachers and the district administration, were found to be significant predictors of overall job satisfaction, although accounting for only 30 percent of the total variance. A comparison of the free-response and scaled-response answers of respondents indicated that in both approaches work interaction with teachers and the nature of the work, responsibility and autonomy, were the aspects of the job contributing most to overall job satisfaction. In both approaches, status was identified as a source of overall satisfaction but neither salary and benefits nor interaction with students was found to contribute significantly either to overall satisfaction or overall dissatisfaction.

Two aspects which predominated in free-response answers as sources of dissatisfaction, namely administration and policies, and workload, were found on scaled-response answers to make a significant contribution to overall satisfaction. However, analysis of scaled-response answers for both aspects, revealed that there were differences between groups on the extent to which they experienced overall satisfaction.

Relationship of Individual Variables

Conclusions pertaining to the individual characteristics of respondents used in the study are discussed in the following section.

Personal Variables

Locus of control. The findings that the group of Internal respondents was more satisfied with the job in all its aspects than the External group was in agreement with research cited in Chapter 2. In addition, principals who derived the least overall satisfaction from their job were found to be external in orientation. However, respondents who experienced the most overall job satisfaction were neither strongly internal nor external. An expectancy that one is unable to exert influence on the environment and that outcomes are controlled by outside forces affects the potential of the individual to experience high levels of job satisfaction with aspects of the job.

The major factor contributing to the overall job satisfaction of the Internal was work interaction with teachers. This aspect would be the major area in which the principal could influence school outcomes. Another finding was that the most internal group of principals derived little overall satisfaction from responsibility and autonomy. The orientation to control the work environment may provide an in-built sense of responsibility. For the internal, interaction with teachers in the accomplishment of work tasks is an important source of job satisfaction.

Salary and Benefits also was a factor associated with satisfaction for internals. Although the internals perceived their present level of salary as adequate, the group of most internal respondents indicated that the level was inadequate compensation for their work efforts. For these respondents, a negative relationship between overall job satisfaction, and salary and benefits may be associated with their inability to influence their own level of salary because of methods used in salary determination. In regard to personally identified sources of dissatisfaction, the Internal derived dissatisfaction from district administration and policies, an aspect of work over which he has less control and which restricts his own personal decision-making and activity.

With respect to the external group, overall job satisfaction was derived from the nature, type and amount of work, work interaction with teachers and recognition by others. The clusters of aspects contributing to the external's job attitudes were more diverse than for the internal, but were also associated generally with in-school experiences.

Age. Younger principals were less satisfied with the job in all its aspects, and with interaction with teachers in the work environment. In general, the level of satisfaction rose with increasing age. However, this finding must be modified by findings that principals who assume the position later in life, experienced a decrease in satisfaction with age.

Sex. Female principals were more satisfied with Salary and Benefits. This finding was in agreement with research cited in Chapter 2. However, the sample of women principals was small.

Social Variables

Marital status. This variable was not related to differences in the job satisfaction of principals.

Employment status of spouse. The full-time employment of the principal's spouse as an educator rather than in some other occupation was related to higher levels of satisfaction with Task Demands. The spouse's understanding and tolerance of the amount of time required to complete tasks associated with the principalship may partly explain this finding.

Community setting. The work setting rather than community setting tended to be a powerful determinant of job satisfaction. The community setting may interact with other variables such as the type of employing authority to produce less favorable situational factors.

Professionable Variables

Administrative experience. Changes in the extent of job satisfaction were observed throughout the principal's career. These were evident for overall job satisfaction and for satisfaction with aspects of the job. Generally, the trend was for overall job satisfaction to increase with increasing career experience. Although factors contributing to the overall job satisfaction of First Year principals accounted for only a small percentage of variance, the major predictor of overall job satisfaction was work interaction with teachers. During the first year, the principal is concerned with the type and amount of the work involved with the position and with the adequacy of resources.

In the following eight years, principals derived satisfaction from interaction with district management and status. In later career stages, principals derived satisfaction from the nature of the job content and from interaction with teachers. Principals with more experience were less satisfied with the level of intrinsic content in their work.

Educational level. Differences between groups on this category were evident for a number of aspects of the job. Principals with more education tended to be more critical of their interaction with district management while principals with less education tended to be more dissatisfied with their job demands. In the latter case, other variables such as teaching assignment, organizational size, and administrative experience may interact with educational level to produce less satisfaction with the type and amount of work.

Involvement in professional and community activities. These variables were not associated with differences in the extent of overall job satisfaction or satisfaction with aspects of the job.

Organizational Variables

Administrative assignment. This variable was not associated with differences in the extent of overall job satisfaction. However, Elementary principals tended to be less satisfied with interactions at district level, while Senior High principals were less satisfied with both work interaction with teachers and status. In large senior high schools, principals tend to have less opportunity to work closely with individual teachers or initiate changes in school activities, and may be less visible to their various publics. The availability of resources was a concern to principals of the Junior High group which included principals of many rural K-9 schools.

Type of employing authority. This variable was associated with differences between groups classified according to the type of employing authority on both overall job satisfaction and satisfaction with aspects of the job. Evidence was found that principals in the complex city districts and in County Systems, were less satisfied with their Liaison at District Level.

Organizational size. In medium-large schools (20-39 teachers), principals experienced more overall job satisfaction than principals of smaller schools. In regard to aspects of the job, principals of small (1-4 teachers) schools were less satisfied with the nature and amount of work and availability of resources.

Teaching assignment. The amount of teaching assignment was found to be related to the extent of overall job satisfaction and to satisfaction with aspects of the job. More overall job satisfaction was evident for respondents with a teaching assignment of less than one day per week. Because teaching assignment is related to a number of other organizational variables, this variable may contribute to less favorable attitudes on a number of satisfaction factors.

Budget decision scale. Respondents who were found to make more operational decisions at the school level were more satisfied with the nature of their work.

Relationship of Individual Variables on Overall Satisfaction/Item Satisfaction Interaction

This research has indicated that attempts to develop a simple statement of the relationship between aspects of the job, overall job satisfaction and individual variables are not feasible. In general, the nature of the work and interaction with teachers were found to be associated with the overall job satisfaction of principals. However, an assumption should not be made that these two aspects make the major contribution to overall job satisfaction for all respondents. For example, for respondents grouped as Internal Locus of Control or as First Year principals, Responsibility and Autonomy was not significantly related to overall job satisfaction. Principal-Teacher Work Involvement contributed more to overall job satisfaction for these two groups and for principals with more than 20 years' experience. The strength of the relationship between aspects of the job and overall job satisfaction varied with personal and professional characteristics. Thus, overall job satisfaction derived from aspects of the job was found to change with variations in individual characteristics. The attitudinal bases of overall job satisfaction were found to be dependent not only on work variables but also upon individual variables. These findings point to the complexity of the concept, job satisfaction, by indicating that it is contingent upon different combinations of individual and work variables.

IMPLICATIONS

Implications for Educational Administration

Implications which may assist in making the work of the principal more congenial relate specifically to:

(1) work variables identified in the study as sources of job attitudes, and

(2) differences among groups on personal, professional

and organizational variables.

The following implications are pertinent to educational administrators who work in close liaison with principals.

1. Attempts to make the work of principals more challenging by designating additional responsibility and autonomy in the job content would make a contribution to the fulfilment of their higher level needs and to their feelings of accomplishment and overall job satisfaction. A major source of overall satisfaction was found to be the opportunity to make independent decisions about the school program and operations. Decentralization of decision-making to the school level as measured by the Budget Decision Scale contributed to satisfaction with this aspect for some principals. However, one must note that for many principals, especially for those in small rural schools, an increase in the variety and amount of work may not enhance satisfaction with responsibility and autonomy, but may result in decreased overall job satisfaction. Already, long hours are required to complete the workload. Dissatisfaction might be reduced by removing many of the restraints which principals perceive to be placed upon their autonomy by district administration and by providing additional administrative and clerical assistance.

Educational administrators ought to be aware of the lower levels of satisfaction expressed by mature principals with their responsibility and autonomy, especially in educational program development. In general, these principals desire to work with staff in development of the school program.

2. Interaction with teachers was the second major area related to the overall job satisfaction of principals. Concern was expressed with the quality of professional services and attitudes such as dependability and cooperation. Less satisfaction with this aspect of the job was reported by younger principals in towns and rural areas of the province. Their teaching load left little time for them to meet with teachers individually and collectively to discuss matters related to the operation of the school program. Provision of extra administrative time by decreasing the teaching load may increase satisfaction with staff relationships. A sensitive problem mentioned by some principals resulted from the acceptance of a position in which they inherited an entrenched and often unchanging staff. Over time, positive relationships with the central office may provide the feedback and recognition sought by the principal and reduce feelings of dissatisfaction with the job.

3. Another recommendation concerns the principal's relationships with central office. Many principals commented that central office staff ought to be sensitive to their concerns and to the individual features of their school.

Other comments suggest that principals feel alienated from the decision-making and communication processes of the district or are dissatisfied with policy procedures. There may be advantages both to the jurisdiction and the school from improved principal-central office/Board relationships such as through regular opportunities for consultation. In large systems, some principals with higher educational qualifications, elementary school assignments, or approximately 5 years' career experience, may derive more personal satisfaction from making a contribution to the educational development of the district as for example through participation on special committees. The role of the principal as "the gatekeeper" between central office and staff may be overlooked by some administrators. Consultation with and involvement of principals may foster congenial relationships.

4. The expression by principals of high levels of dissatisfaction with the attitudes of society and parents towards education and teachers, must continue to be a matter of concern to educational administrators. Although no evaluative material is yet available, feelings were expressed by several principals that developments in their schools towards establishing community schooling had created closer links between the school and parents, and had resulted in "very little personal hassle" between the community and school. There may be gains through the implementation of this or other approaches to increase the interaction between

the school and community.

5. Herzberg (1976) indicated that hygiene factors should be provided "for what hurts." General concern was expressed by principals particularly from rural areas (i.e. Counties and Divisions), about:

(a) the availability of staff, facilities and equipment;

(b) the amount of work including a heavy teaching assignment, and

(c) the salary differentials in comparison with city areas.

Steps to decrease dissatisfaction in these areas ought to be considered before the level of dissatisfaction affects the quality of education.

Implications for Preparation Programs and Inservice

An emphasis on development of skills related to the nature of the work and to interaction with teachers may further contribute to principals' positive job attitudes. Technical competencies ought to be related specifically to the assessment of operational and human needs, the establishment of priorities, the utilization of staff and resources, and the supervision and evaluation of staff and programs.

The principal is mainly concerned with relationships with teachers and with educational administrators at the district level. Time is spent in responding to the range of demands made by these groups. Knowledge of the social and political nature of the school and school system, as well as skills of delegation, consultation and diagnosis may assist the principal in interaction with others. Knowledge of personnel administration would appear essential in the task of using the abilities of staff to achieve school goals.

The organization and delivery of the learning experiences for the further preparation of principals ought to receive further consideration. Approximately forty percent of principals had no training in educational administration and many of these were located in areas of the Province where personal contact with the university was not easily possible. This problem presents a challenge to both university authorities and to local administrators.

Implications for Further Study

(1) The modification of the scaling technique may result in a relatively normal distribution. This may be achieved if two categories of six were used to measure dissatisfaction. The skewed distribution may increase discrimination between levels of satisfaction by full utilization of the six points on the scale.

(2) This study could be extended by an examination of the relationships between overall satisfaction and satisfaction with aspects of the job for principals in other provinces or for superintendents in Alberta and other provinces.

Such studies might include other individual variables (e.g. personal variables), as possible sources of variation in job attitudes. Researchers might also focus on the relationship between the job satisfaction of the principal (both overall and with aspects of the job) and his effectiveness as an educational leader.

(3) Further research might focus on the development of a satisfaction index appropriate for determining the satisfaction of principals within a school division. The job factors found in this study could provide the basis for this index. In addition, the use of an evaluative response mode such as the semantic differential might be examined.

(4) Future research might focus on the following issues identified from this study:

(a) What are the consequences for in-school operations of the lower levels of satisfaction observed with interaction at district level?

(b) What factors contribute to the differences between City A and City B in the level of satisfaction with Responsibility and Autonomy? To what extent are differences in the factors contributing to Responsibility and Autonomy related to school effectiveness?

(c) What factors contribute to the job satisfaction of older educators appointed to their first principalship? Are these factors different from those associated with the satisfaction of younger educators appointed to their first principalship and to those of experienced principals transferred to a new school? An ethnographic study of principals may be usefully employed to investigate these relationships.

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APPENDIX A

Part 1: Questionnaire

Part 2: Questionnaire Items

QUESTIONNAIRE

SOURCES OF PRINCIPAL SATISFACTION

SECTION A: PERSONAL DATA

☐ ☐ ☐ 1
Official
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c/c
☐ ☐

CHECK the correct answer.

1. Which of the following best describes the situation of your school?

   1. rural ________
   2. town ________
   3. city ________

6

2. Which one of the following best describes the grade organization of your school?

   1. Elementary (Grades K-6) ________
   2. Elementary-Junior High (K-9) ________
   3. Elementary-Junior-Senior High (K-12) ________
   4. Junior High (Grades 7-9) ________
   5. Junior High-Senior High (Grades 7-12) ________
   6. Senior High (Grades 10-12) ________
   7. Other (please specify) ________

7

3. How many full-time equivalent certificated teachers in your school? (Include Principal and Vice-Principal(s).)

   1. 4 or less ________
   2. 5-9 ________
   3. 10-19 ________
   4. 20-29 ________
   5. 30-39 ________
   6. 40-49 ________
   7. 50-64 ________
   8. 65-79 ________
   9. 80 or more ________

8

4. (a) Do you have a regular teaching assignment?

1. Yes ________ 2. No ________ 9

(b) If yes, which of the following best describes your average weekly teaching assignment?

1. 0-5 hours ________
2. 6-10 hours ________
3. 11-15 hours ________ 10
4. 16-20 hours ________
5. 21 or more hours ________

5. For how many of the following items do you submit budget estimates to central office,

(a) transportation for students on field trips,
(b) purchase of textbooks,
(c) purchase of audio-visual materials,
(d) maintenance and repair of equipment, and
(e) registration fees for staff attending conferences?

Check ONE only.

1. 0 ________ 4. 3 ________
2. 1 ________ 5. 4 ________ 11
3. 2 ________ 6. 5 ________

6. What is your sex?

1. Female ________ 2. Male ________ 12

7. What was your age on January 1, 1977?

1. Under 30 ________
2. 30-39 ________
3. 40-49 ________ 13
4. 50-59 ________
5. 60 and over ________

8. How many years of experience do you have as a principal? (Count the present year as a full-year.)

(a) Total number of years

1. 1 ________
2. 2-4 ________
3. 5-9 ________
4. 10-14 ________
5. 15-19 ________ 14
6. 20 or more ________

(b) In your present school

1. 1 ________
2. 2-4 ________
3. 5-9 ________
4. 10-14 ________
5. 15-19 ________ 15
6. 20 or more ________

(c) In your present district/division/ county

1. 1 ________
2. 2-4 ________
3. 5-9 ________
4. 10-14 ________
5. 15-19 ________ 16
6. 20 or more ________

9. Number of completed years of Post-Secondary Education (as assessed for salary purposes):

1. 3 years ________
2. 4 years ________
3. 5 years ________ 17
4. 6 years ________

10. Have you taken graduate courses in Educational Administration?

1. No graduate courses ________
2. Some graduate courses ________
3. Diploma in Educational Administration ________ 18
4. M.Ed. in Educational Administration ________
5. Ph.D. in Educational Administration ________

11. How many activities sponsored by the Council on School Administration have you attended within the past two years?

1. 0 ______
2. 1 ______
3. 2 ______ 19
4. 3 ______
5. 4+ ______

12. To how many organizations do you belong? (for example, Lodges, or Service Clubs, Labor unions, church or synagogue, community associations, sports and athletic clubs, political groups, professional associations, social groups, nationality groups, etc.)

1. 1-3 ______
2. 4-6 ______
3. 7-9 ______ 20
4. 10 or more ______

13. (a) Does your spouse work full-time?

1. No ______
2. Yes ______ 21
3. Not married ______

(b) If "Yes", is your spouse also employed as an educator?

1. No ______
2. Yes ______ 22

SECTION B: OVERALL SATISFACTION

Rate your degree of satisfaction.

CIRCLE the selected number.

	Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied	c/c
To what extent are you satisfied with each of the following?							
1. The effectiveness of your school in educating students who come to it (compared with other schools known to you).	6	5	4	3	2	1	23
2. Social relationships in your work.	6	5	4	3	2	1	24
3. The chance to do something that makes use of your abilities.	6	5	4	3	2	1	25
Your overall satisfaction with your job.	6	5	4	3	2	1	26

SECTION C: I-E SCALE

INSTRUCTIONS FOR THE I-E SCALE

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the ONE statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you actually believe to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

Please answer these items carefully but do not spend too much time on any one item. In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you're concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choices.

Circle your selected answer.

THE I-E SCALE

1. a. Children get into trouble because their parents punish them too much.

   b. The trouble with most children nowadays is that their parents are too easy with them.

   a b

2. a. Many of the unhappy things in people's lives are partly due to bad luck.

   b. People's misfortunes result from the mistakes they make.

   a b

3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.

   b. There will always be wars, no matter how hard people try to prevent them.

   a b

4. a. In the long run people get the respect they deserve in this world. a b

   b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5. a. The idea that teachers are unfair to students is nonsense. a b

   b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a. Without the right breaks one cannot be an effective leader. a b

   b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try some people just don't like you. a b

   b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality. a b

   b. It is one's experiences in life which determine what they're like.

9. a. I have often found that what is going to happen will happen. a b

   b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10. a. In the case of the well-prepared student there is rarely if ever such a thing as an unfair test.

    b. Many times exam questions tend to be so unrelated to course work that studying is really useless. a b

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.

    b. Getting a good job depends mainly on being in the right place at the right time. a b

12. a. The average citizen can have an influence in government decisions.

    b. The world is run by the few people in power, and there is not much the little guy can do about it. a b

13. a. When I make plans, I am almost certain that I can make them work.

    b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow. a b

14. a. There are certain people who are just no good.

    b. There is some good in everybody. a b

15. a. In my case getting what I want has little or nothing to do with luck.

    b. Many times we might just as well decide what to do by flipping a coin. a b

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.

b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

a b

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.

b. By taking an active part in political and social affairs the people can control world events.

a b

18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.

b. There really is no such thing as "luck".

a b

19. a. One should always be willing to admit mistakes.

b. It is usually best to cover up one's mistakes.

a b

20. a. It is hard to know whether or not a person really likes you.

b. How many friends you have depends upon how nice a person you are.

a b

21. a. In the long run the bad things that happen to us are balanced by the good ones.

b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

a b

22. a. With enough effort we can wipe out political corruption.

b. It is difficult for people to have much control over the things politicians do in office.

a b

23. a. Sometimes I can't understand how teachers arrive at the grades they give.

 b. There is a direct connection between how hard I study and the grades I get. a b

24. a. A good leader expects people to decide for themselves what they should do.

 b. A good leader makes it clear to everybody what their jobs are. a b

25. a. Many times I feel that I have little influence over the things that happen to me.

 b. It is impossible for me to believe that chance or luck plays an important role in my life. a b

26. a. People are lonely because they don't try to be friendly.

 b. There's not much use in trying too hard to please people, if they like you, they like you. a b

27. a. There is too much emphasis on athletics in high school.

 b. Team sports are an excellent way to build character. a b

28. a. What happens to me is my own doing.

 b. Sometimes I feel that I don't have enough control over the direction my life is taking. a b

29. a. Most of the time I can't understand why politicians behave the way they do.

 b. In the long run the people are responsible for bad government on a national as well as on a local level. a b

SECTION D

Rate your degree of satisfaction.

CIRCLE the selected number.

WORKING CONDITIONS	Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied	☐ ☐ ☐ 2 Official Use Only c/c ☐ ☐
1. The way in which teacher/board collective bargaining is conducted in Alberta.	6	5	4	3	2	1	6
2. The way in which consultation between board and teachers concerning working conditions is conducted during the school year.	6	5	4	3	2	1	7
3. Salary you receive.	6	5	4	3	2	1	8
4. Retirement benefits provided by the Teachers' Retirement Fund.	6	5	4	3	2	1	9
5. Provisions for sabbatical leave.	6	5	4	3	2	1	10
6. Provisions for sick leave.	6	5	4	3	2	1	11
7. Provision of custodial and maintenance services for your school.	6	5	4	3	2	1	12
8. The number of hours a principal is expected to work.	6	5	4	3	2	1	13
9. Your physical working conditions.	6	5	4	3	2	1	14
10. The portion of time devoted to operational duties.	6	5	4	3	2	1	15

Do you have COMMENTS on any of the above matters?
If so, write them here:

Rate your degree of satisfaction.

CIRCLE the selected number.

PERSONNEL-RELATED MATTERS	Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied	c/c
11. Your relationships with teachers.	6	5	4	3	2	1	16
12. The willingness of teachers to adopt a principal-initiated innovation.	6	5	4	3	2	1	17
13. The competence of your staff in coping with day-to-day problems.	6	5	4	3	2	1	18
14. The opportunity to help teachers solve their professional problems.	6	5	4	3	2	1	19
15. Your relationships with students.	6	5	4	3	2	1	20
16. General attitude of students towards staff.	6	5	4	3	2	1	21
17. Your freedom to organize special provisions for student individual differences.	6	5	4	3	2	1	22
18. Availability of counselling services.	6	5	4	3	2	1	23
19. Suspension and expulsion procedures.	6	5	4	3	2	1	24
20. Methods used in reporting pupils' attitudes and achievement to parents.	6	5	4	3	2	1	25

Do you have COMMENTS on any of the above matters?
If so, write them here:

Rate your degree of satisfaction.

CIRCLE the selected number.

SCHOOL-RELATED MATTERS	Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied	c/c
21. Your freedom to seek out new ideas and introduce them into the school program.	6	5	4	3	2	1	26
22. Your freedom to allocate teaching assignments.	6	5	4	3	2	1	27
23. Responsibility associated with the principal's position.	6	5	4	3	2	1	28
24. The consequences of participative staff decisions.	6	5	4	3	2	1	29
25. The attitudes of your staff towards curriculum change.	6	5	4	3	2	1	30
26. Your authority over budget preparation.	6	5	4	3	2	1	31
27. Principal's accountability for success of school programs.	6	5	4	3	2	1	32
28. Availability of clerical personnel to assist you.	6	5	4	3	2	1	33
29. Access of your students to library resources.	6	5	4	3	2	1	34

Do you have COMMENTS on any of the above matters?
If so, write them here:

Rate your degree of satisfaction.

CIRCLE the selected number.

DISTRICT-RELATED MATTERS	Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied	c/c
30. Your relationships with central office.	6	5	4	3	2	1	35
31. Your involvement in decision-making in your district/division/county.	6	5	4	3	2	1	36
32. Availability of useful advice to assist you with problems you encounter.	6	5	4	3	2	1	37
33. Opportunities for useful in-service education for you.	6	5	4	3	2	1	38
34. Expectations of the Board for you as a principal.	6	5	4	3	2	1	39
35. The way policies of the school system are put into practice.	6	5	4	3	2	1	40
36. Evaluation of principals.	6	5	4	3	2	1	41

Do you have COMMENTS on any of the above matters?
If so, write them here:

Rate your degree of satisfaction.

CIRCLE the selected number.

OCCUPATION-RELATED MATTERS	Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied	c/c
37. Attitudes of parents in your community towards education.	6	5	4	3	2	1	42
38. Your sense of accomplishment as an administrator.	6	5	4	3	2	1	43
39. Recognition by others of your work.	6	5	4	3	2	1	44
40. Your social position in the community.	6	5	4	3	2	1	45
41. The amount of recognition given the principal by members of other professions.	6	5	4	3	2	1	46
42. The variety of tasks you work on as part of your regular duties.	6	5	4	3	2	1	47
43. The authority associated with an administrative position.	6	5	4	3	2	1	48
44. The effect of the job on your personal or family life.	6	5	4	3	2	1	49
45. Availability of facilities in your community for recreation, fine arts, etc.	6	5	4	3	2	1	50

Do you have COMMENTS on any of the above matters?
If so, write them here:

SECTION E: SOURCES OF JOB ATTITUDES

☐ ☐ ☐ 3
Official
Use Only
c/c
☐ ☐

Which two factors contribute most to your overall satisfaction with the principalship?

1. ______________________________ 6-7

2. ______________________________ 8-9

Which two factors contribute most to your overall dissatisfaction with the principalship?

1. ______________________________ 10-11

2. ______________________________ 12-13

THANK YOU FOR YOUR CO-OPERATION

Would you please return your questionnaire immediately after completion.

Questionnaire Items

Items in Section D of the questionnaire have been grouped within five categories:

1. WORKING CONDITIONS
    - (i) Salary and Benefits
        - (a) Salary, actual amount received
        - (b) Security in retirement
        - (c) Provisions for job absences, sick leave and study leave
    - (ii) Working Conditions
        - (a) Collective bargaining procedures
        - (b) Consultation over working conditions
        - (c) Workload
        - (d) School physical conditions
    - (iii) Services
        - (a) Custodial
        - (b) Maintenance
2. PERSONNEL-RELATED MATTERS
    - (i) Teachers
        - (a) Relationships with teachers
        - (b) Attitudes of teachers
        - (c) Their competence in solving problems
        - (d) Their willingness to accept change
        - (e) Their involvement in school decision-making
        - (f) Consultative assistance
        - (g) Professional discussions with teachers

- (ii) Students
    - (a) Relationships with students
    - (b) General attitudes towards staff
    - (c) Parental contact
    - (d) Discipline issues
- (iii) Services
    - (a) Counselling

3. SCHOOL-RELATED MATTERS

- (i) Job characteristics
    - (a) Autonomy and responsibility
    - (b) Variety of tasks
    - (c) Accountability
- (ii) Supervision
    - (a) Program development: adjusting existing programs to meet pupil needs
    - (b) Program development: introducing new ideas into the school
    - (c) Budget preparation
    - (d) Assignment of duties
- (iii) Services
    - (a) Clerical personnel
    - (b) Library resources

4. DISTRICT-RELATED MATTERS

- (i) Policies
    - (a) Procedures for policy implementation
    - (b) Involvement of principals in district decision-making

        - (c) Evaluation of principals
    - (ii) Rapport
        - (a) Relationships with central office
        - (b) Provisions for consultation
        - (c) Expectations of Board: view of the principalship
    - (iii) Services
        - (a) Inservice for principals

5. OCCUPATION-RELATED MATTERS
    - (i) Job Characteristics
        - (a) Accomplishment
        - (b) Recognition
        - (c) Authority
    - (ii) Status
        - (a) Social standing in the community
        - (b) Attitudes of parents in the local community
        - (c) Professional status: as viewed by educators
        - (d) Professional status: as viewed by professionals
        - (e) Impact on family life
    - (iii) Services
        - (a) Recreation facilities

APPENDIX B

Distribution Letters

A.W. Rice
Department of Educational
Administration
Education Centre
The University of Alberta
Edmonton, Alberta
T6G 2G5
May 13, 1977

Dear Colleague,

The staff and students of the Department of Educational Administration at the University of Alberta have undertaken a number of studies of the satisfaction of Alberta teachers. These studies have raised a number of concerns which have required further examination by educational authorities.

You have been randomly selected to participate in a provincial study which is to obtain an overall description of the satisfaction of Alberta principals. Although there are numerous demands on your time, will you take a few minutes to complete the enclosed questionnaire, Sources of Principal Satisfaction. Your evaluation of various aspects of your work environment will be of assistance in shedding light on the current situation of school principals across Alberta.

The questionnaire is being sent to a sample of 450 principals throughout Alberta. I hope that you find the questions interesting and that you will comment on any aspect you would like to draw to my attention.

Please enclose the completed questionnaire in the stamped, addressed envelope. I would appreciate receiving your completed return at your earliest convenience. In order to ensure confidentiality, all data will be grouped and identification of individual questionnaires will not be possible.

Thank you very much for your help.

Yours sincerely,

A.W. Rice
Department of Educational
Administration
University of Alberta

AWR/pk
Encl.

P.S. Distribution of this questionnaire has been approved by the Research Director of the Edmonton Public School System.

A.W. Rice
Department of Educational
Administration
Education Centre
The University of Alberta
Edmonton, Alberta
T6G 2G5
May 27, 1977

Dear Colleague,

On May 13, 1977, I requested that you complete a questionnaire, Sources of Principal Satisfaction. To date, completed returns have been received from a substantial proportion of principals approached throughout Alberta.

If you have already returned your completed questionnaire, please accept my thanks for your co-operation and assistance.

If you have not yet completed or returned it, would you please do so as soon as possible.

Yours sincerely,

A.W. Rice
Department of Educational
Administration
University of Alberta

AWR/pk

APPENDIX C

Table 50

Percentage Frequency Distribution of Responses for 45 Satisfaction Items

Table 50

Percentage Frequency Distribution of Responses to 45 Satisfaction Items (N = 327)

Working Conditions	Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied	Percentage Satisfied	Means
1. The way in which teacher/board collective bargaining is conducted in Alberta.	4.6	31.5	22.9	14.7	10.1	16.2	59	3.57
2. The way in which consultation between board and teachers concerning working conditions is conducted during the school year.	4.6	21.1	18.3	23.3	13.1	19.6	44	3.22
3. Salary you receive.	12.5	46.8	20.8	11.0	5.2	3.7	80.1	4.39
4. Retirement benefits provided by the Teachers' Retirement Fund.	10.7	37.6	29.1	11.6	5.8	5.2	77.4	4.20
5. Provisions for sabbatical leave.	12.5	25.1	25.4	13.5	11.0	12.5	63	3.77
6. Provisions for sick leave.	33.3	40.4	17.7	5.8	1.3	1.5	91.4	4.94
7. Provision of custodial and maintenance services for your school.	18.7	41.3	16.8	11.6	5.8	5.8	76.8	4.38
8. The number of hours a principal is expected to work.	5.8	37.0	19.0	21.7	10.7	5.8	61.8	3.88
9. Your physical working conditions.	15.9	43.7	20.5	8.6	7.0	4.3	80.1	4.40
10. The portion of time devoted to operational duties.	5.2	24.5	25.0	24.5	13.8	7.0	54.7	3.62

Table 50 (cont)

Personnel-Related Matters	Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied	Percentage Satisfied	Means
11. Your relationships with teachers.	38.2	50.2	9.5	1.8	.3	-	97.9	5.24
12. The willingness of teachers to adopt a principal-initiated innovation.	26.3	48.9	16.8	6.2	1.5	.3	92	4.91
13. The competence of your staff in coping with day-to-day problems.	30.0	46.5	16.5	5.8	1.2	-	93	4.98
14. The opportunity to help teachers solve their professional problems.	14.1	48.0	25.7	9.2	2.4	.6	87.8	4.60
15. Your relationships with students.	36.4	51.7	8.5	3.1	.3	-	96.6	5.21
16. General attitude of students towards staff.	21.1	51.4	19.6	6.7	1.2	-	92	4.84
17. Your freedom to organize special provisions for student individual differences.	20.2	33.6	26.6	12.0	5.8	1.8	80.4	4.45
18. Availability of counselling services.	11.3	23.9	20.8	18.0	11.9	14.1	56	3.62
19. Suspension and expulsion procedures.	16.5	33.0	27.3	13.1	5.5	4.6	76.8	4.28
20. Methods used in reporting pupils' attitudes and achievement to parents.	13.5	41.3	27.8	12.5	4.0	.9	82.6	4.45

Table 50 (cont)

School-Related Matters	Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied	Percentage Satisfied	Means
21. Your freedom to seek out new ideas and introduce them into the school program.	29.7	41.9	19.9	6.4	1.2	.9	91.4	4.90
22. Your freedom to allocate teaching assignments.	29.7	42.2	17.7	6.1	2.8	1.5	89.6	4.85
23. Responsibility associated with the principal's position.	26.3	45.6	18.7	7.6	1.2	.6	90.5	4.86
24. The consequences of participative staff decisions.	24.8	44.3	24.2	5.8	.9	-	93.3	4.86
25. The attitudes of your staff towards curriculum change.	13.8	47.4	25.1	10.7	1.5	1.5	86.2	4.57
26. Your authority over budget preparation.	19.0	36.4	20.1	14.4	4.6	5.5	75.5	4.34
27. Principal's accountability for success of school programs.	14.7	41.6	31.2	8.3	2.4	1.8	87.5	4.52
28. Availability of clerical personnel to assist you.	20.8	32.7	19.3	13.4	8.0	5.8	72.8	4.28
29. Access of your students to library resources.	30.0	34.9	18.3	8.2	3.1	5.5	83.2	4.64

Table 50 (cont)

District-Related Matters	Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied	Percentage Satisfied	Means
30. Your relationships with central office.	31.5	40.7	15.6	7.0	3.4	1.8	87.8	4.84
31. Your involvement in decision-making in your district/division/county.	11.0	33.3	25.4	16.5	8.3	5.5	69.7	4.06
32. Availability of useful advice to assist you with problems you encounter.	16.2	38.8	26.7	11.9	4.6	1.8	81.7	4.45
33. Opportunities for useful in-service education for you.	12.8	36.7	24.8	17.1	4.3	4.3	74.3	4.24
34. Expectations of the Board for you as a principal.	12.8	42.2	20.2	15.0	4.6	5.2	75.2	4.28
35. The way policies of the school system are put into practice.	6.4	32.4	22.1	22.6	7.0	5.2	60.9	3.80
36. Evaluation of principals.	8.9	36.0	30.0	15.0	6.1	4.0	74.9	4.15

Table 50 (cont)

Occupation-Related Matters	Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied	Percentage Satisfied	Means
37. Attitudes of parents in your community towards education.	9.5	42.8	25.1	13.5	7.3	1.8	77.4	4.28
38. Your sense of accomplishment as an administrator.	16.5	55.7	20.5	3.7	2.4	1.2	92.7	4.76
39. Recognition by others of your work.	14.1	49.5	26.0	7.6	1.9	.9	89.6	4.64
40. Your social position in the community.	23.9	51.0	19.3	4.0	1.2	.6	94.2	4.91
41. The amount of recognition given the principal by members of other professions.	11.6	41.9	28.2	12.2	4.9	1.2	81.7	4.39
42. The variety of tasks you work on as part of your regular duties.	13.1	37.6	25.1	14.1	7.3	2.8	75.8	4.27
43. The authority associated with an administrative position.	16.2	48.9	23.9	7.6	1.9	1.5	89.0	4.65
44. The effect of the job on your personal or family life.	12.8	38.0	22.6	14.7	7.3	4.6	73.4	4.21
45. Availability of facilities in your community for recreation, fine arts, etc.	17.1	27.8	22.6	14.4	8.9	9.2	67.6	4.20